

THE STORY OF
MOUNT HERMON

THOMAS COYLE

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THE FOUNDER.

THE STORY OF MOUNT HERMON

Edited by
THOMAS COYLE
Class of '88



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PREFACE.

This little volume aims to set down the salient facts in the history of the Mount Hermon Boys' School, the relation of its great founder to it, and especially to show, to some degree, the actual achievements of the school during the brief twenty-five years of its life.

The attempt is also made to show to what extent the purpose of the founder has expressed itself through the lives of his boys, as they have gone into their work in the world.

Various descriptive notices of the school have been written in recent years, and the history of the school was brought down to 1889 in the "Handbook of the Northfield Seminary and the Mount Hermon School," written by Mr. Henry W. Rankin.

These, by permission, have been freely drawn upon in the preparation of this volume.

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CHAPTER I.

THE PURCHASE OF THE FARMS.

In his lifetime the fame of Moody the evangelist obscured the fame of Moody the educator. To-day the world is beginning to grasp the value of his keen sagacity and the sanity of his views on education.

It is a great thing for any institution to have a master mind determine its policy, set forth its principles, inspire its leaders, and when he is taken away leave behind him certain splendid ideals whose worth grows clearer with the years,—especially if he is a man whose sole aim is to do the will of God.

Such was the good fortune of Mount Hermon Boys' School, founded by Mr. D. L. Moody, May 4, 1881.

On the twentieth day of September, 1880, Mr. Moody took a party of friends, consisting of Mr. Hiram Camp and Mr. John C. Collins of New Haven, and Rev. George F. Pentecost, D. D., and Mr. George C. Stebbins, to the old Purple farm, which had been bought only the day before to be used for the new Boys' School.

They explored the buildings, tramped the rocks and hills, and on their return, after climbing a fence into a woodland, came upon a large tree shading a clear space of ground covered with a carpet of moss. After resting here a few moments, Mr. Moody proposed that

they dedicate the Boys' School to God and to His service.

Mr. Moody briefly stated the romantic providences connected with the founding of the school. How "old man Purple," who owned this farm, had once threatened to foreclose a mortgage on his widowed mother's homestead, which was saved only by the intervention of friends. He told how, when he grew to be a big lad, he had formed a purpose that he would some day own the "old Purple farm." "He spoke most reverently," says one who was there, "of the way God had ordered events, and said that he regarded the securing of the farm for a Boys' School as 'poetic justice.' He especially brought out how glad he was that instead of owning the farm himself he could lay it at the feet of the Saviour, and that his feeling was of gratitude to God, and not revenge toward the one who had showed cruelty toward his mother."

Then there followed the consecrating prayer, similar, no doubt, to the one which Mr. Moody had prayed at the dedication of East Hall, five miles away.

"O Lord, we pray that no teachers may ever come within these walls except they have been taught by the Holy Spirit; that no scholars may ever come here except as the Spirit of God shall touch their hearts."

Mr. John C. Collins, who was present, wrote soon after in the *Gospel Union News* of New Haven, Conn.: "There may be some day a more formal dedication in the presence of a multitude of people, but it will hardly be more solemn than on that morning when we five lay there on our faces before God, in the deep stillness of the forest, broken only by the occasional fall of a

chestnut burr, the twittering of birds, and the voice of each of us as in turn we besought God to accept and bless the new enterprise."

The purpose to found a school for poor but promising boys took root in Mr. Moody's heart while at work in his North Market Mission in Chicago. He felt that something more than a mission Sunday school was needed for his boys, and but for the great fire would have started a school to teach the simple English branches. He went so far as to consider locations.

Providence planned better. Mr. Moody was first to get a broader view and a deeper experience himself, as well as to perform evangelistic labors, world-wide in their reach, out of which were to come friends and consecrated means for the support of his great educational work. Known best in his lifetime as an evangelist, Mr. Moody will be known as the years pass as a constructive educator; and his consecrated sanity will influence the world as long as the institutions he founded shall endure.

Several influences led to the founding of the school. His own boyhood with a widowed mother was a severe struggle to get daily bread. He worked on neighboring farms by the day, and secured only the rudiments of an education at the village school. The importance of close application did not occur to him, and it was only after his going to Boston that his own defects were realized. In an early letter home he asked his brother to send him his Greenleaf's Arithmetic. Later, when beginning his long career in public speaking, he sought to correct his defects in grammar and spelling; and though he became one of the best read men of his time,

he never ceased to be conscious of his boyhood's deficiency.

The influence of his youngest brother, Samuel, pointed in the direction of such a school. This brother was not strong physically. He studied law and showed intellectual gifts. He was fond of young people and started a debating society in Northfield. He regretted the limited opportunities for his twin sister and for the boys and girls in the vicinity, as there was no high school. The memorable drive he took with his brother Dwight over a mountainous road near their home emphasized the feeling of both. They passed a lonely farmhouse: sitting in the doorway were a mother and two daughters. They were braiding hats to support a paralytic father. He, though physically helpless, was an educated man, and his daughters had ambitions for opportunities not within their reach.

In 1876 Samuel died. Some time afterward Rev. E. P. Hammond was with Mr. D. L. Moody at his brother's grave. He spoke of his deep affection for Samuel, and Mr. Hammond, noting there was no monument as yet, said something about it. Mr. Moody replied, "I hope to be able to build schools for needy young people who can fit themselves for usefulness." Mr. Moody had a peculiar love for Samuel, and in part through this brother's yearning for the young people of the New England hills Mr. Moody conceived the school.

Another probable source of suggestion as to methods was Mr. Henry F. Durant of Boston. Mr. Moody made this gentleman's acquaintance in the early sixties, and with him visited Mount Holyoke Seminary. Dur-

ing his Boston evangelistic campaign in 1878, he was a guest at Mr. Durant's home. Mr. Durant had just founded Wellesley College: Mr. Moody visited the college several times and saw some plans he already had in his own mind in successful operation there. Mr. Durant's aim at Wellesley was to have a college founded on the Bible, to give advanced education, and, recognizing the benefit of industrial work, to have the students share in the domestic duties of the institution.

Strange providential events brought into Mr. Moody's hands a site for the school, and the consecrated means to pay for it. In the fall of 1879 the house and the farm of one hundred and fifteen acres, which had belonged, until his death in 1873, to Mr. Ezra O. Purple, in the town of Gill, just across the Connecticut river from Northfield, were offered for sale at auction. This was in every way the most desirable and attractive property about Northfield for the purpose Mr. Moody had in mind.

Mr. Ezra Purple, at his death, had divided his fine farm equally between his two sons, Mr. Ezra O. Purple and Mr. J. Smead Purple. He had held a mortgage of \$400 on the homestead and acre or two of land belonging to Mr. D. L. Moody's father. Shortly after his death, and immediately following the birth of twins, while Mrs. Moody lay weak in bed, this Ezra Purple, urged to it by his son, fortified by liquor, and accompanied by another man, came into Mrs. Moody's room and offered her papers to sign, and roughly demanded a quitclaim deed of her home. This was repeated, and Mrs. Moody asked him how he would like to have his daughter turned out of a home situated as she was.

This somewhat softened the man, but his son came again and roughly threatened her. She refused to sign anything and directed him to her administrator, the sheriff. Mrs. Moody's brothers, Cyrus and George L. Holton, then went security for the \$100.

As it was, creditors took all they could find, even to the kindling wood in the shed. It was at such an extremity that Mrs. Moody's brother, "Uncle Cyrus" Holton, whose farm, adjoining the present site of Mount Hermon, has for over seven generations belonged to the family, came to the rescue with a load of wood, which he sawed and split ready for the stoves.

Mr. Moody said in later years, "I shall never forget Uncle Cyrus coming with the biggest pile of wood I ever saw in my life." He knew that his little brothers and sisters could now get warmed. Some worldly wise neighbors advised the mother to bind her children out. "Not so long as I have these two hands," she replied. "Well," they said, "one woman cannot bring up seven boys; they will turn up in jail, or with ropes around their necks."

It was such memories as these that gave D. L. Moody a sympathetic heart for boys and girls in misfortune and struggle. His brothers and sisters, long grown to manhood and womanhood, remember to-day Ezra Purple's visits to the house. They would see him coming up the road; one child would call to the other, "There comes the old bear," and the very little ones would scamper away in fear, and hide under the bed until he had gone.

D. L. Moody, when a lad as young as eight years of age, had worked on "Uncle Cyrus" Holton's farm,

which adjoined the old Purple place. How little he dreamed of the romantic providences to transpire in the next forty years!

The north farm was valued by the owner at his death in 1873 at \$20,000. It was the finest in all that region. The raising and fattening of cattle had been the chief business. The one hundred and fifteen acres in this old Purple homestead to the north, and fifty-five acres, known as the George Burrows lot, which cost Mr. Purple \$1,500, were now bought at auction on the suggestion of Mr. Moody by Mr. H. N. F. Marshall and Mr. A. Long in November, 1879, for \$5,800. Mr. Marshall bought for an investment, thinking he could cut off timber, sell it, and put up summer residences. He kindly agreed that if Mr. Moody could secure the money within a year he would deed it to him for a school.

Mr. Moody felt that the south half of the old Purple place was necessary to his plans. This farm of one hundred and fifteen acres was then owned and occupied by Mr. John Purple, who had traded Western property at a valuation of \$10,000 to Mr. J. Smead Purple for it. Neither way nor means seemed at hand to secure it; but both consecrated means and a way to secure the farm were provided.

During Mr. Moody's evangelistic meetings in New Haven, beginning in March, 1878, Mr. Hiram Camp, the president of the New Haven Clock Company, who was a man of sterling integrity, a man of prayer, and a church member, became greatly awakened, and, as he saw fit to express it, "really converted," under Mr. Moody. He was a man of prominence and considerable

wealth. He planned to give away most of his money by will to hospitals and libraries, and went to Northfield to talk with Mr. Moody about this, after the latter's St. Louis campaign; but Mr. Moody did not think much of wills, and said, characteristically, "Be your own executor and have the joy of giving your own money." Mr. Camp asked what he thought a good object; and Mr. Moody outlined what his plans were for a Boys' School. The keen business instincts of Mr. Camp made him at once sympathetic with the practical nature of the plan, especially the work-hour feature, the Bible study, and the chance for poor boys. Mr. Moody proposed that Mr. Camp give \$25,000 to start the school. This was a new view to Mr. Camp, and, as he did not have that much ready money, he would be obliged to sell some of his stock. He talked the matter over with his friends on returning home.

During the first ten days of September, 1880, Mr. Moody held the first convocation of Christian workers at Northfield, and Mr. Camp was one of the guests. He was taken to see the north Purple farm, which was being held in the hope of establishing an institution for boys. Mr. Camp came to a decision the last day of the convocation, so that at the dedication of East Hall for the Northfield Seminary, September 10, 1880, Mr. Moody could say:—

"Some friends thought that I ought to make this a school for boys and girls, but I thought that if I wished to send my daughter away to school I should prefer to send her to an institution for girls only. I have hoped that money might be given for a Boys' School, and now a gentleman who has been here for the last ten days

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June 17-90

My dear Camp

Mr Billings Camp just
telegraphed me he will
give \$50,000 to Mt Hermon
as endowment so now we
have \$112,000 thank the
Lord it will live long after
you & I are gone

Thank you for
ever sending you up here from
the school as last
Yours truly
D. L. Moody

LETTER FROM MR. MOODY TO MR. CAMP.

has become interested in my plans and has given \$25,000 toward a school for boys."

Thinking this announcement might reach the owner of the south farm, Mr. Moody very early the next morning arranged for Mr. Jonathan P. Holton of Gill to go to Greenfield, and have Mr. L. T. Smith, who had himself talked of buying the farm, at once put himself under bonds for \$1,000 to produce the price in ten days. Mr. Smith at once went to see Mr. Purple and the same day, or on Saturday, September 11, 1880, Mr. John Purple gave Mr. Smith a bond for a deed, promising to deliver the title in ten days under a bond for the same amount. On the tenth day, or the twentieth of September, the money was brought and the deed signed. That night Mr. Jonathan P. Holton took the deed to Greenfield and early the next morning it was recorded. After it became known for what purpose the property was being bought, Mrs. John Purple, in whose name the property stood, said that if it must be sold she preferred it should go to Mr. Moody for such a purpose rather than to any one else.

The day the deed was recorded, Mr. Moody and his four friends explored this splendid estate, and dedicated the enterprise to God.

The cost to the school of the two farms of one hundred and fifteen acres each, together with the George Burrows lot of fifty-five acres, including two farm-houses, two large barns, one of which cost \$6,000, and other out-buildings, amounted to \$13,381.63, which is shown in the following detailed memoranda provided by Mr. H. N. F. Marshall, who had helped in the purchase of both farms:—

1880.		So. Farm.	No. Farm.
Sept. 14.	To Exp. Greenfield, Title, etc..	\$	6 50
17.	A. Long's $\frac{1}{2}$ North Farm...		3,053 70
17.	Equity Purple South Farm, \$	3,900 00	
17.	Exp. Greenfield, and J. Hol-		
	ton \$10.....	11 15	
17.	Expenses	2 18	
21.	Otis Lane, Mortgage South		
	Farm	3,100 00	
21.	Otis Lane, discharge.....	25	
21.	Exp. Greenfield and Record		
	Title	3 00	
21.	Team	2 50	
Total		\$7,019 08	
1881.			
April 30.	To Rent Severance No. Farm,		100 00
June 17.	$\frac{1}{2}$ E. Purple Place and		
	Mtg		3,202 34
Total North Farm.....		\$	6,362 55
Total South Farm.....		\$	7,019 08
			\$13,381 63

This sum was now paid out of Mr. Camp's consecrated gift. In acknowledging the final gift making up the first \$25,000, Mr. Moody wrote as follows:—

NORTHFIELD, MASS., July 21, 1881.

Dear Mr. Camp:—

Yours of the twentieth came to hand to-day with a check for \$5,787, which I acknowledge; and let me thank you, my dear brother. If you could see the boys as they are at their studies, work and play, I am sure you would feel well paid for all your trouble, and you would see it is much better to give than to receive. It

does not cause any sleepless nights nor headaches, to give to the Lord ; but think of the pain, troubles, etc., in making \$25,000. May God bless you in time and in eternity, is my earnest prayer. I am in hopes when you and I are in eternity, the streams you have put in motion will flow on and on, and that we will meet in heaven many who have been brought there through your liberal gift.

Yours as ever,

D. L. MOODY.

Mr. Hiram Camp, who, up to the time of his greatly lamented death, was President of the Board of Trustees, not only gave liberally to the school each year, and especially toward the close of his life, but was deeply and personally interested in the Christian life and success of scores of boys in the school. Many of them wrote to him, and in spite of his great business concerns, which he personally superintended, he never failed, with his own hand, to reply to their letters.

He was an ardent Bible student and sympathized intensely with poor boys, for he started life as a poor boy himself. A few years after making his first gift, Mr. Camp said: "If I could have that gift back again and see the school reduced to nothing, would I take it? A thousand times no! There is no joy like the joy of giving."

CHAPTER II.

FORMATIVE DAYS.

A letter written by Mr. Moody shows how he was preparing for the coming of the boys, and incidentally how he loved to see things grow, and wanted to make things lively. One might think he was starting a farm instead of a school at Mount Hermon.

He wrote: "I bought twenty-five sheep and twenty-five lambs for the school, and turned the cows over there from my barn, and from Smith's; so we have eight cows over there now, and will have seventy-five hens soon. One of the turkeys is setting. I am going to have some geese over there to make things lively. We have, or will to-morrow night, seven boys. Am expecting more next week."

In November, 1880, an ell containing sleeping rooms had been added to the North Farm House, and other renovations were made during the winter. There was talk of opening the school in February, but it was not until May that the first boy arrived.

In the month of May, 1881, a boy twelve years of age came into the station of the Connecticut River Railway at Springfield loaded down with small parcels. He felt that he was alone in the world. He thought that he was lost, but bravely kept from tears. He was on his way to boarding school. His friends had put him in

care of a venerable gentleman, who had kindly offered to see him on the right train at Springfield, but unfortunately while this gentleman was getting luncheon at Bridgeport he was left behind. At the first stop beyond Bridgeport the conductor came into the car with a telegram which carefully inquired after silk hat, overcoat, and umbrella, but utterly ignored the boy. He felt forsaken. He envied the sleek silk hat, and longed for some one to claim him, too.

He made a successful appeal to the big conductor, and was placed on the right train. It was crowded. The only vacant place was one side of a double seat, the other of which was occupied by a lady. Somehow the boy felt reassured as he looked into her face; so he shyly ventured in, laid down his bundles, and took a seat. The lady after reading the name and address on the packages smiled and said:—

“Oh, you are going to Mr. Moody’s school, are you?”

The boy assented, and she went on:—

“Well, Mr. Moody is on the train; he will be here in a moment.”

As she spoke, Mr. D. L. Moody entered the car. In his hearty, whole-souled way he made the boy feel at once that he was among friends, and introduced him to Mrs. D. L. Moody, into whose seat he had found his way.

When the train reached South Vernon a carriage was waiting to take the “new boy” to the school. He was received as a son by the matron, and welcomed by the seven other boys who had already arrived at Home Number One, which was a fine type of the old

New England farmhouse. The boys all sat down to a hearty supper with Mrs. S. F. Pratt, the matron, who for years was a missionary in Turkey, and with Miss M. L. Hammond, the first teacher. Acquaintances were made during the evening, and after family worship each lad went to his own room in the ell which had been recently added to the farmhouse.

The first boy came to the school May 4, 1881. The ages varied from eight to twelve years, and Mr. Moody at first planned a home for promising motherless lads to be placed in small groups presided over by matrons.

The first session of actual school was held June 1 in the second story front room in the North Farm House, with thirteen boys, all living in the same house, as pupils. Miss M. L. Hammond, who came to the school in a missionary spirit and whose coming was providential, taught spelling, history, arithmetic, grammar, composition, and music. There was daily instruction in the Bible and many portions were memorized. The session continued throughout the summer, during the mornings. In the afternoon there was work hour, play, and overtime at three and five cents an hour, under the direction of Mr. George Holton, the head farmer.

The South Farm House was opened in July to accommodate thirteen boys from twelve to sixteen years of age. Miss Fannie C. Holton took temporary charge of the house, and was succeeded by Miss Lizzie A. Robinson, now Mrs. Wm. F. Nichols. Miss Nettie M. Holton soon came as the second teacher.

During that first summer Mr. Moody was very often at the new school. He almost every day drove from Northfield behind his favorite driving horse, "Nellie

Gray." He knew each boy by his first name. One boy, present in those early days, says:—

"We would rush down the hill and shout to see him coming. Any one of us would run across a ten-acre plowed field to unbar a gate for him, if his gray mare started that way."

He would bring large companies of his convocation visitors right up into that twelve by sixteen school-room to see the new school.

One boy writes of those days: "One day a spelling match was in progress. Mr. Camp, who gave \$25,000, was interested. Mr. Moody gave out some Bible names. Aaron was one of them. He suggested that we spell it, 'Big A, little a, r-o-n.' He then aroused enthusiastic rivalry among us by calling out, 'I'll give a silver dollar to the boy who first spells Nebuchadnezzar.' The lad who had stolen Mr. Moody's car seat got it right after others had missed. It was his first dollar. It looked as big as a cartwheel."

A few weeks after the school opened, when the boys were wondering how to get money for the glorious Fourth, Mr. Moody drove up and called out to a twelve-year-old boy standing just south of Home Number One, near a triangular piece of hay thoroughly dried, "Tom, there's a shower coming on and here's a quarter if you'll cock up that little jag of hay at once."

A schoolhouse with one desk room and a small recitation room to accommodate two dozen boys was built during the summer, between two hickory trees in what was then an unplowed pasture on the hillside, but what is now the lawn in front of Crossley Hall. This com-

pleted the equipment of the school during the first two years, while Mr. Moody was away on his evangelistic tour in England. Mr. Ambert G. Moody came to superintend the farm in September, 1881, and to put in many days of faithful work for the school.

This was the day of small things. The new enterprise was without precedent. The founder was absent. The means were limited. Then, as now, loyal friends did heroic work for the school. Mr. H. W. Rankin, Rev. David Allen Reed, Mr. William F. Lee, General Julius J. Estey, Mr. George M. Atwater, Mr. Henry M. Moore, Mr. Hiram Camp, and many others, gave time and thought and prayer to the school. Every teacher and matron during those early years worked early and late, and gave faithful self-sacrificing work, which their small salaries cannot measure.

On September 22, 1881, Mr. Moody went to Europe, and was away, except during the summer of 1883, until July 21, 1884. As there was no principal during these days General J. J. Estey, of Brattleboro, of the Board of Trustees, a noble friend of the school until the time of his greatly lamented death, had general oversight. There was a morning session of three hours, one and a half hours in the afternoon, and an hour of study in the evening. The boys retired at nine and rose at five in the summer, and at half past five in the winter.

The articles of incorporation were signed March 29, 1882; and the trustees decided to keep the name early suggested by Mr. Camp, who says this about the name "Mount Hermon":—

"At Mr. Moody's house, September 20, 1880, we

talked of a name. Some suggested 'Mount Pisgah.' This did not suit. It was then decided to call it 'Mr. Moody's Northfield School for Boys.' But the school was not in Northfield, so it was not liked, but the papers had to be made out, so it had to stand. I went to the cars alone and got to thinking of Hermon. I turned to Ps. 42: 6; 89: 12; 133: 3; Deut. 3: 8, 9; 4: 48. After I got home I wrote Mr. Moody how it would be to call it 'Mount Hermon School.' I heard no more till I found the papers all made out that way, and all seem to like the name."

Mr. Moody had written the trustees from England, where he was preaching, urging the erection of five brick cottages. This matter was discussed by the trustees at their meeting in March, 1882. The ground was not broken for these cottages, however, until August 1, 1882, and they were a year in building.

Mr. Moody's characteristic foresight and practical nature had been shown in choosing a site for these buildings. Mr. Henry M. Moore, a beloved trustee to whom Mr. Moody often turned, said just before his lamented death:—

"Mr. Moody said to me, 'Moore, where is the best place for these cottages?'

" 'Why, here along the county road,' said I.

" 'No,' said Mr. Moody, 'come with me.'

"He drove us up the hill through rough pasture near the woods. It was rude and unplowed.

" 'Put them here on the hill,' said he.

" 'But you're away off from everything,' said I; 'and see how wild and rough it is.'

" 'Is n't that a beautiful view?' said Mr. Moody, and

he pointed to the mountains and river and meadows. 'I'll have the boys clear away these stones and sow it to grass, and in a few years you won't know it.'

"'Better put them here and let Mr. Moody have his way,' laughingly said Mr. Weston (one of the trustees). 'He will have it anyway.'"

When the cottages were rising, Mr. Henry M. Moore exclaimed to a group of these same trustees:—

"What a beautiful spot this is. The trouble with us is Mr. Moody is ten years ahead of any of us."

On May 7, 1883, Mr. Moody came from England for the summer, and on June 9 he was followed by twelve boys from Manchester, England. They were placed in the north brick cottage, which was barely furnished in time to receive them. This cottage was called the Manchester House till in 1886 it was re-fitted for Professor Sawyer as the Principal's House. Such it has remained.

The other cottages were not formally opened till September 26, 1883. The boys from the farmhouses and many new scholars and teachers came to live in the other three cottages; and by January, 1884, there were seventy students. The central cottage served as the kitchen, and from this the food was distributed to the homes.

As the only schoolhouse was a frame building, entirely too small, recitations were held in the sitting rooms of the four cottages. A ramshackle old shanty, built for the masons who did the brick work on the cottages, was used for some of the classes.

In the autumn of this year Mr. E. A. Hubbard, a prominent educator in Massachusetts, became the first



LOYAL WORKERS FROM EARLY DAYS.

HENRY M. MOORE
HORACE B. SILLIMAN, LL. D.
MISS MARY L. HAMMOND.

HENRY W. RANKIN.
HIRAM CAMP.
MRS. HENRY F. CUTLER.

principal, and in spite of the crowded and undeveloped condition of everything great good will prevailed; a beginning was made in grading the school, and a good course in English studies was laid out.

Excavation for the much needed Recitation Hall began in August, 1884, and during this summer school again continued during the mornings. Mr. Hubbard, through ill health, and to the sincere regret of teachers and students, felt compelled to give up his office, though he resumed his place as trustee after his year of service as principal.

CHAPTER III.

A PERIOD OF TRANSITION.

Mr. Moody's purpose regarding Mount Hermon remained the same through the years. He saw no reason to change his original plan, after eighteen years of experience.

His desire was to take poor boys, the poorer the better, who had a purpose and who elsewhere could not get an education, to combine hand work with the study of books, to give instruction in all branches taught in secondary schools, but to give the English Bible the central place in each course, to insist upon low tuition, but not to give charity,—for in his judgment no boy should receive aid who was not doing all in his power to help himself,—and finally to make the school earnestly Christian.

An important change in some of the details of his plan gradually came about. He first purposed placing about a dozen boys between the ages of nine and ten years in each home under the care of a matron. One hundred made application long before the school opened. Only a few older ones were at first received. In 1884 he was quite convinced that better work could be done should he admit boys from sixteen years and upwards.

Several causes brought this conviction home to him.

He found that matrons suitable to care for very young boys were hard to get. Then, too, he became convinced that lads under sixteen years of age had seldom formed serious purposes in life, and the risk that young boys would turn out badly was great.

The principal circumstance, however, which led Mr. Moody to admit those who were older was the flood of applicants who told of their early meager advantages, and who longed for a chance to make up their deficiencies. These struck a responsive chord in Mr. Moody's heart. Memories of his own early life came to him as he read: "The death of my father compelled me to go to work at twelve." "I have had to be the main support of my widowed mother and two little sisters." After a time their circumstances become easier and they wish a chance to study. But they now find that they are too old for the public school. They have in many instances not even a knowledge of elementary branches.

Feeling so warmly toward such young men it would be strange had he shut his heart to their pleading, and so he expressed his final purpose in brief in this way:—

"To help young men of very limited means to get an education such as would have done me good when I was their age. I want to help them into lives that will count most for the cause of Christ."

The catalogue of 1886 sets the minimum age at sixteen, though for a year or two previous mostly older boys were being received.

During his campaign in the British Isles during 1883 and 1884 he found several young men of good ability, but little education, who desired to fit them-

selves for Christian service. He invited them to Mount Hermon for the summer, till they could look about for a school, but none appeared to meet their case. Mr. Moody's elder son was ready to fit for Yale, and he wanted him at Mount Hermon.

These young men with one or two others formed a nucleus for a classical course and a teacher soon appeared, providentially fitted for the important work of guiding the formative days of a course which has since sent out many brilliant scholars to the best colleges in the land. Miss Harriet L. Ford, who graduated from Wellesley College in June of 1884, was brought to Mr. Moody's notice. He was much pleased with her fine record at college, and asked her to visit him. He took her to Mount Hermon, and offered her a position as teacher of Latin and Greek. She accepted, and began her splendid work as head of the classical department in September, 1884. From the first Mr. Moody placed upon her efficiency and judgment well-merited dependence. As teacher and later as wife of Principal Cutler, for seventeen years she was a gracious presence to Mount Hermon, and her memory is an inestimable blessing. The memorial fountain north of the chapel, the gift of the student body, and of the class of 1884 of Wellesley College, gives permanent expression to the ideals of Mrs. Cutler's life, and the springs of her power.

The valedictorian of his class at Princeton says of this course and of its first teacher:—

"After seven years' study since leaving school, I can sincerely say that the best teacher I ever had was she with whom I began my studies in Greek. For thor-

oughness, painstaking care, and inspiration I have never met her equal. Her teaching, like that of all the others, was characterized by an earnestness of purpose and purity of motive which I have seen in only a few instances since."

Miss Ford's recollections of her introduction to the community, as well as to Mr. Henry W. Rankin, who from 1881 up to the present time has been one of the most unselfish and generous friends of the school, were written by her at the request of the *Hermonite* in 1901, at the time of the successful twentieth anniversary celebration. She gives the following vivid picture of those days:—

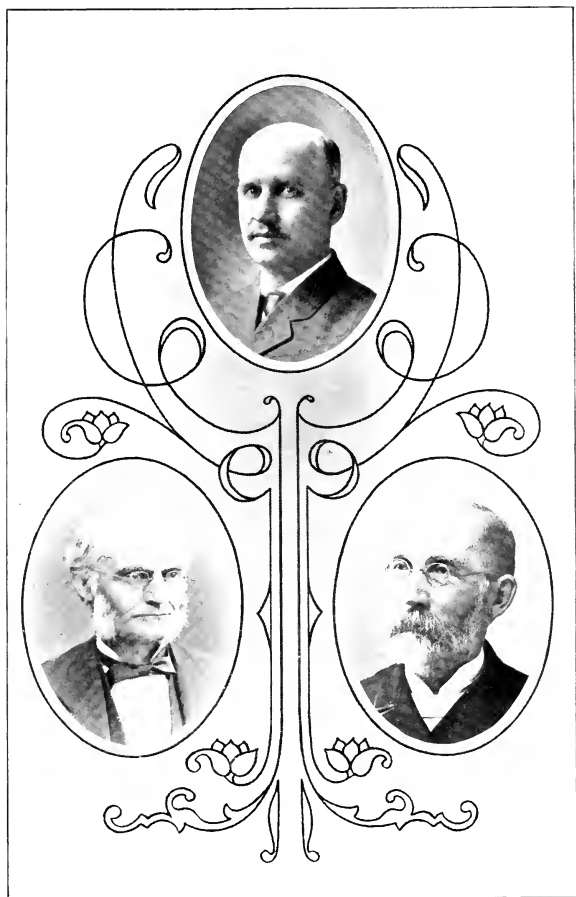
"The opening of the fall term at Mount Hermon in 1884 was an important one, as it marked the beginning of the transition from its first early period, with young boys, small poor buildings, meager and indefinite courses of study, to the days of larger things. Mr. Sawyer, succeeding Mr. Hubbard, the first principal, came during the early part of this year, but there were no other men on the board of instruction. The teachers, eight in number, filled the positions of house-keeper, mother, nurse, doctor, sister, and confidential friend.

"It was my good fortune to be introduced to this life by Mr. Henry W. Rankin, who, during these early years, was a volunteer helper on the business side of the school life, and at the same time a great inspiration along the literary and religious sides. He held an important place in the school life, and exerted a great and wholesome influence over the boys. He met me at the Northfield station and brought me over to Mount Her-

mon in leisurely fashion in the well-known buckboard drawn by pepper-and-salt 'Old Harry.' On this memorable drive I learned much of Mount Hermon and of its brief past, and the love and far reaching thought of its founder for the future. Owing to the numerous errands to the store, post office and shoemaker's, we did not reach Mount Hermon until six o'clock. The southeast room of Cottage One proved to be my destination. The food boy was vigorously ringing the supper bell. This night was a festive one, for the closing exercises of the summer term, which had been held for those boys who could not go away, occurred that evening. Mr. and Mrs. Moody and other friends were present. I remember that I thought the singing very unusual and the declamations spirited and well given. At the close of the evening it was announced that the new term of school would open promptly the following day with a Sunday-school picnic in the woods west of the place. Tumultuous applause followed. The most striking event of this picnic was a tug of war with Mr. Moody and Mr. Towner as anchors. Mr. Moody's side won, for he had craftily tied his end of the rope to a tree."

Mr. Henry E. Sawyer, the new principal, came at this period of rapid development. He had good executive ability and was an experienced teacher. These qualities, united with a knowledge of military discipline, fitted him especially for the pioneer work of putting the school in order. He also laid out and entered upon a regular systematic course of study.

How thoroughly his work was done those who have built on his foundations can well testify! To the stu-



THE THREE PRINCIPALS.

HENRY F. CUTLER, 1880

ELI A. HUBBARD, 1883-84

HENRY E. SAWYER, 1884-90

dents he was a respected and trusted friend, and many remember gratefully his precepts and admonitions.

The debating spirit, which seldom slumbers long in the breast of a normal American youth, awoke at this time and the present flourishing societies can readily be traced to this period. Even back in 1882 animated debates, not all of them in the schoolroom, took place between the group of English boys and the rest, as to which side would have won in the Revolutionary War had things been different, and on "Which is the greatest naval power in the world?"

An animated debate on November 4, 1884, over presidential issues brought out ninety-one votes, with forty for the Prohibition and forty-one for the Republican candidate. Imagine the surprise when it was learned that a Democrat was elected.

Events of far reaching importance in the future of the school took place during these days. Mr. C. K. Ober organized a local branch of the Young Men's Christian Association, long the largest in any preparatory school in the country, on January 20, 1885, with Mr. Ambert G. Moody as first president. A fund for an Association building, started at the time of the visit of Gen. O. O. Howard to the school, now amounts to \$1,800.

A red letter day in the calendar of the school was the day on which was dedicated the much needed Recitation Hall,—May 20, 1885. Distinguished guests and a great company of friends were present, and the principal address was a memorable exposition of "Character" by Dr. Theodore L. Cuyler. Dr. Cuyler's impassioned references to Abraham Lincoln will never be forgotten

by those who heard them. Mr. Moody used to take pleasure in mentioning that Mr. Sankey had "sung up" this building, as the \$31,000 it cost came out of the royalty on the Gospel Hymns. It is difficult to-day to realize how welcome this building proved to those who had carried on a school with nearly a hundred pupils in a schoolhouse built for twenty-four.

At this time Mr. Moody was getting three hundred applications each year. He had accommodations for about eighty students. The situation made his heart ache. He wanted to build a dormitory for two hundred, and a dining hall for three hundred.

The trustees said: "It is impossible! Where can we get such a sum of money?"

"I suppose if I get the money, you will let me build," said Mr. Moody.

Ten thousand dollars had been given him and he started to build two structures costing one hundred and twenty-five thousand dollars. Mr. Moody heard of a man who could easily give him help, so he wrote a twelve-page letter, telling of the hundreds of needy young men who were clamoring to come to the school. He spread the letter out and prayed over it. The man first wrote that he could n't give the money. He then wrote, "I have thought over your request, and enclose the money before I go to the office, lest I change my mind."

The buildings were going up, but the funds did not come in rapidly. Mr. Moody heard of a man in Pennsylvania who was giving away his money. He felt prompted to go to see him, so he packed his grip and went.

"He found that the man had changed his plan and was giving only \$300 to any one applicant," said Mr. Henry M. Moore. "All stood in a row and took their turns. The expressman who had lost his horse got money for another horse and passed on. Mr. Moody showed his usual shrewdness, and took his place with the others. When Mr. Moody's turn came the philanthropist asked who he was.

" 'Mr. Moody from Northfield,' was the answer.

" 'What, the great evangelist! Well, I'm delighted to see you here.

" 'Perhaps you won't be, when you learn what I'm here for. We are trying to give poor young men a Christian education, and we have to turn away hundreds of applicants each year. I'd like you to give us \$10,000 toward a building,' said Mr. Moody.

" 'But I'm not giving more than \$300 to each case,' said the man.

" 'But this is a special case,' replied Mr. Moody.

" 'Yes, I know, and I'll give \$5,000,' said the man.

" 'Don't you believe in me and this work? Why not at once give the money? I can stand in line and beg \$300 at a time, but I must be off and build this building.' "

So he gave Mr. Moody his way, and by prayer and work and shrewd sense the splendid buildings grew. On Fast Day, April 8, 1886, the first meal was eaten in the Dining Hall. Later in the month, Crossley Hall, named in honor of the little son of Mr. Frank Crossley of England, who had given generously to the school, began to fill with old students with Mr. P. H. Petersen in charge.

The first College Students' Summer School for Bible Study made good use of these new buildings from July 7 to August 1, 1886. Two hundred and fifty students from ninety colleges attended. Able addresses, diligent Bible study, and an earnest spirit characterized the gathering. But the world-wide influences of that notable assemblage arose from the extraordinary enthusiasm kindled among college men for the salvation of the world. From day to day the tide of missionary zeal rose higher. Walks in the woods, and even the athletic games, all converged to the important theme. An even hundred consecrated themselves to the work of foreign missions, and the great Student Volunteer Movement for Foreign Missions, which has to-day nearly three thousand student volunteers on mission fields, sent out by fifty societies, saw its birth in the room in Recitation Hall which is now fittingly marked with a bronze tablet commemorating that event.

Though Mr. Moody himself could not sing, no man valued sacred song more highly, or more thoroughly enjoyed it. From the beginning he insisted on instruction in singing. With the coming of Mr. A. Judson Philips in 1886, systematic instruction throughout the year began. Mr. Moody greatly enjoyed the hearty male voices. The young men loved to sing his favorite hymns, and he enjoyed stirring them to do their best for his friends, who by the thousand have visited the school. Many a man who thought there was no music in him has found his voice through the patient work and the humorous rallyings of Professor Philips.

In the fall of 1885 the school had been graded, and in 1887 the classical, the scientific and the Biblical courses bore their first fruits. Five graduated in the first class. One from the Biblical course entered on a successful career as assistant in the Chicago Avenue Church. One went from the scientific course into business. Two entered Amherst College and one went to Yale.

The commencement day of this first class was graced by the presence of Prof. Henry Drummond, who made the graduation address June 28, 1887. The night before, he gave the first of his famous addresses made in this country, in the form of an account of his recent visit to South Africa.

Two hundred and forty-seven were present at the beginning of the seventh year. This year was a period of broadening along various lines of the school life.

The *Hermonite*, the unusually successful school paper, was started as the organ of the old "Republican Club" on April 27, 1888. Within the year it became the school paper, and has since helped to give expression to school spirit, as well as to call out the literary ability of the students. The young ladies from the Northfield Seminary coöperate in the conduct of the *Hermonite*, and have a board of editors of their own.

The ephemeral "Greek Club" was an outlet for the unusual enthusiasm of the two upper classes in the study of the Greek language and literature during this year.

The out-of-door life about this time began to express itself more and more in organized teams. The

three baseball nines first known to fame were the Lion-hearted Eagles, the Long-legged Muffers, and the Osceolas. Miss Ford and Mr. Rankin were honorary members of the last named team composed of smaller boys, and though excused from paying dues were pledged to furnish lemonade in case of victory. Cricket flourished for a time by reason of the gift of a cricket set from some Cambridge friends and the presence of some English boys at the school. Rugby and association football, strictly according to English rules, were played on the field between the North and South Farm Houses and back of the cottages near the old reservoir. With the close of the year the Camp class of 1888, named in honor of the beloved President of the Board of Trustees, Mr. Hiram Camp, was graduated as the second class, and each succeeding year has seen a class graduated. Since the continuous session was inaugurated in 1900, two classes a year have been graduated, one in April and the other in August.

CHAPTER IV.

THE PRESENT PERIOD.

The period since 1890, while characterized by outward growth in buildings and land, has perhaps been specially notable for inward strengthening, and upbuilding in all departments. With such principles underlying the school, and such men applying them, this result was sure.

In the fall of 1890 Mr. Henry F. Cutler, a graduate of Amherst College, became principal. Mr. Cutler had made a fine record during a year of teaching at Mount Hermon and two years of study in Europe. Since his coming there have been healthy growth and steady progress in every direction. It has been a period of development, rather than a period of radical changes.

Mr. Cutler thoroughly understands the purpose of the founder, and his loyalty to Mr. Moody grows with the years. The stranger who visits the institution is amazed at the smooth working of the school mechanism, all owing to the quiet executive power possessed by the principal.

In the fall of this same year Mr. C. E. Dickerson, who had been teacher in science during 1889-90, was appointed vice principal. Mr. Moody felt this office to be an important one, declaring that it should be permanently maintained.

Many buildings have been added to the plant during the present period. Three of them have especially enlarged the usefulness of the school. The Silliman Laboratory, a fully equipped scientific building, was erected in 1892 and given by the Hon. H. B. Silliman, LL. D., a member of the Board of Trustees. The scientific department grew so rapidly under the splendid direction of Mr. C. E. Dickerson, the head of the department, that the building soon become too small. Mr. Silliman therefore generously enlarged the building to the present size in 1903. It has now laboratories for physics, chemistry and biology, recitation rooms, a museum, scientific library, and a lecture hall seating two hundred and thirty-four.

The cornerstone of Overtoun Hall, a dormitory for one hundred and twenty students, costing \$43,000, named in honor of Lord Overtoun of Scotland who generously gave \$25,000 toward it, was laid May 17, 1898, by Miss Helen M. Gould. The Northfield Schools were present and a large company of friends—the living endowment of the schools, as Mr. Moody loved to call them.

After the reading of Scripture, prayer, and the singing of "How Firm a Foundation" and "Building for Eternity," Mr. Moody in his masterly way struck the keynote for all the future in these words:—

"The thought I want to present to you to-day is that soon these schools will be under your control. I charge you to make Christ preëminent in whatever you do. People keep asking me, 'Have you sufficient for your schools?' My reply is that we have a rich endowment in friends. Let Christ be preëminent and

there will be no want of funds. Make Christ first. Make Christ the foundation and cornerstone of your lives. These schools would never have existed had it not been for Christ and the Bible. Live in Christ and the light on this hill will shine around the world."

The crowning beauty of Hermon is the Memorial Chapel presented to the school by friends of Mr. Moody on his sixtieth birthday. Built of native Northfield granite, with a seating capacity of one thousand, it has a large pipe organ, the gift of the Misses Stokes of New York, a bell which measures the time for the school day, the gift of Mr. H. H. Proctor of Boston, Vice President of the Board of Trustees, and a fine tower clock, presented by Mrs. Coburn of Boston.

It is hoped that Mr. Silliman's gift of a science laboratory may bring to the attention of some one the school's need of a library building. The single room in Recitation Hall now used for the books is hopelessly overcrowded. Among the many friends who have already helped in the library work are Mr. Henry W. Rankin, Mr. George M. Atwater, Mr. Warren F. Draper, and Rev. George F. Pentecost, D. D. No gift is more valuable than the annual appropriation by the Alumni Association of about \$100, which enables the librarian to purchase books needed for immediate use.

Mr. Moody always disliked to have buildings unused. It was his original purpose that the school should hold a continuous session through the year. This plan was followed during the first few years. Later the usual calendar, providing a long summer vacation, was adopted. But in 1900 the year was divided into three terms of sixteen weeks each, so that

for the past five years the school has been in practically continuous session. The summer term is becoming more popular each year. The regular courses are carried on, and in addition there are offered attractive extra courses in Bible. As the recitations are in the morning, the afternoon is used for work and recreation. Many of the finest Bible students in this country and Great Britain speak at the school and conduct Bible courses.

In connection with the commencement exercises in April, 1901, the twentieth anniversary of the founding of the school was celebrated. Ten out of the fourteen classes were represented and many old students returned. Preparations have been going on for several years for what promises to be an unusually successful celebration of the twenty-fifth anniversary, which will take place from June 30 to July 3, 1906.

The school farm, which is a splendid estate of meadow, upland, and woodland, has recently become more practically helpful. As Mr. Moody expected, a large number of the students are from country districts where school facilities are meager. To make the farm as helpful as possible to these, as well as more profitable to the school, the agricultural department was introduced in 1904. The courses and also the practical farm work are in charge of Mr. Harry Hayward, a graduate of Mount Hermon and of Cornell University. The classroom work in books and models sets the farmer's boy to thinking, while the study of the farm itself shows him the concrete side of scientific farming.

Crowning and dominating the large campus of the

school stands the Memorial Chapel. From its tower the view is unsurpassed, stretching to the horizon of hills running north and south twenty miles away. The villages and farms of three states are in the view, and the old town of Northfield lies in the immediate foreground just across the Connecticut River.

Two parallel ridges break the fall of the farm toward the river. On the upper ridge to the north stands Crossley Hall, a dormitory for one hundred and ninety students, the Dining Hall, built for three hundred, but overcrowded daily with nearly four hundred, five brick cottages, including Principal Cutler's home, a Music Hall, and the three cottages providing homes for teachers and for some of the students.

On the lower ridge to the north, close to the county road, are the two farmhouses where the school started twenty-five years ago, and near by stand the great barns and stables, the creamery, silo, and the carpenter and blacksmith shops.

Back from the county road to the south are Recitation Hall, the Silliman Laboratory, and Overtoun Hall. Close to these three structures is the athletic field. Up the hill west of the Chapel is a fine steam laundry, a cannery, where were put up last summer eight thousand cans of corn and thirty-two tons of tomatoes. Here are also several teachers' homes and Dwight's Home, the former residence of Mr. W. R. Moody, but now the school infirmary. This home is named in memory of Mr. D. L. Moody's little grandson who died in 1898.

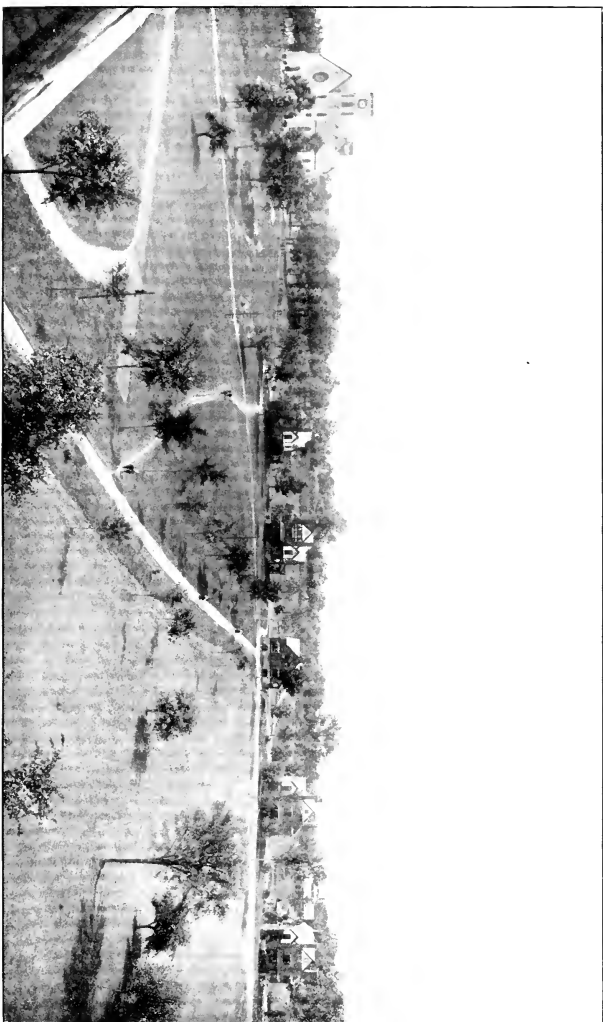
The boys about the place, the visitor is bound to notice, do not always carry books. They are often

dressed in overalls, and at all hours of the day are taking their share in the manual work. Each student, whether senior or newcomer, city boy or farmer's lad, must put in two hours a day at labor. This is adapted to his physical condition, but is without regard to his social standing.

So if you visit the barns you are likely to find boys caring for the cows and horses, if you go into the dining hall, laundry, kitchen, or on the farm, wherever you go about the thousand acres, you are likely to run across some boy setting tables, "mangling" towels, stirring porridge, husking corn, or picking up stones which the New England fields unfortunately produce in seemingly never ending crops. This system helps to keep the price of board and tuition at fifty dollars for a term of sixteen weeks. This sum is just half the actual cost.

Mr. Moody had a better reason, however, than economy. He held that it provides physical culture, gives knowledge of various kinds of work, habits of industry, and wholesome views of manual labor. The teachers and old students agree to the value of this hand work in character building. This system, moreover, has the desirable effect of keeping away young men who have no serious purpose. Mr. Moody had patience with the backward, but none for the lazy or self-indulgent.

Preference is given to the older and poorer applicants. Mr. Moody often declared, "The poorer the better"; in fact, he was opposed to accepting rich boys at all. In consequence many of the students have mastered trades before coming, and 52 per cent



LOOKING WEST FROM RECTATION HALL.

of the men now in the school meet all or the greater part of their expenses by their own efforts, frequently by using their trades at the school, or in the communities round about.

The regular intellectual routine of the school has been adapted in a remarkable way to meet the individual needs of the pupil. Seventy-one per cent of the students expect to enter college. The school is graded into six forms and training is given to fit for the classical and scientific courses in our best colleges and technical schools. The course in agriculture appeals both to the men who expect to return to the farm directly and to those who wish to enter the agricultural college.

While most of the students are preparing for college, many are in attendance who, because of early disadvantages, find themselves behind in the elementary branches. These suddenly awake to a desire for education, and find Hermon suited to their needs. Classes are always arranged for such men.

Busy as the life is, yet sport and recreation have a large place, and are fostered and encouraged. Baseball and football, tennis and general athletics are entered into with enthusiasm and played with skill. In the winter there are hockey, skating, and coasting. In the summer the river affords opportunity for the popular sport of swimming. Since 1897 athletic contests with teams from other institutions have not been allowed. Mr. Moody here anticipated the feeling of many leading educators. He felt that for young men who had to earn their way, the expensive habits and general influence of contests with outside schools

would prove hurtful. Most of the students and many of the teachers could not see Mr. Moody's wisdom at the time, but the results to the students have more than justified his position. To-day three men share in the sports to the one of former days.

As we walked about the dormitory halls we were attracted by the cozy parlors furnished, we were told, in large part by the students' own efforts. Here is the center of the social life of the school. Frequent receptions are given in the cottages and in the homes of the teachers. The distance between Northfield Seminary and Mount Hermon renders difficult much social intercourse between the two schools. The relation, however, especially between the Senior classes, is cordial and intimate.

There is a keen rivalry among the several debating societies. These societies have had a unique influence on the life and development of the students. The debating interest in the school, which can be traced to the original money prize offered by the Alumni Association, has been quickened into enthusiasm since the organization of the Good Government Club, Philomathean and Pierian societies, and the inter-society debates for the Alumni Cup. The school also debates annually with the Freshman class of Wesleyan University. In this connection our Vice Consul in Harpoot, Turkey, says:—

"The Philomathean Society prepared me directly for all the literary successes that I had while in college, and these in turn prepared me for my present consular duties as nothing else in my course did."

Principal Cutler declared in his last report that the

Faculty Discipline Committee did not have to hold a meeting or discipline a student for six consecutive months. This happy record he in a large degree attributed to the good work of the Dormitory Associations composed of officers elected by the students themselves. These have charge of many questions of order and discipline, of social functions, and of athletic contests. This plan works well. The students appreciate this confidence and their maturity justifies the wisdom of trusting them. Under such a system there is no excuse for hazing, and this form of discipline has never been generally countenanced by the students themselves.

The class of twelve which graduated in April, 1906, is typical of the self-reliance so common among the men now at the school. Ten out of the twelve have earned all the money necessary for their education. Every man in the class hopes to enter college. Eight out of the twelve plan to take up Christian work, and six of these hope to study for the ministry.

President Roosevelt took in the situation at a glance during his brief visit at Mount Hermon, September 1, 1902, when he said:—

“They teach here the essentials of good citizenship, for they teach that a good American has got to know how to work with his hands, and to work with his head, and to be a straight man, also.”

Turning to the Mount Hermon boys in the Northfield Auditorium, when they were cheering the President and singing patriotic songs in their hearty way, he said:—

"I like you, for you seem to be made of the right stuff."

It would be hard to find a more loyal Board of Trustees than the one in charge of this school. From the founding of the school to the present day these gentlemen have performed their duties in the most sympathetic way. They have freely given of their strength and time, as well as of their means. Their visits to the school have been frequent, and helpful. They have considered it a privilege to coöperate with the purpose of the founder, and many a man now in a position of usefulness in the world looks back to a day when some business man, a member of the Board of Trustees, guided him into the Kingdom. The teachers have at once caught the spirit of the school and have rendered loyal and faithful service.

CHAPTER V.

MR. MOODY AMONG HIS BOYS.

The personality and ideals of D. L. Moody are still a power at Mount Hermon. Respected and admired by the crowds he always drew about him elsewhere, his boys loved him. He was not only a thorough boy in his youth, as the pranks and practical jokes remembered by his brothers and sisters to this day amply attest, but he retained his boyishness throughout his well-seasoned manhood. To "become as a little child" was his great delight and recreation in the true sense of that word. He unbent among the young and loved them.

His marvelous understanding of boy life comes to view at every period in Hermon's history. His vast superiority over the ordinary educator arose from this fine sympathy with what a boy needs to stir his ambition and develop his character. His heart went out in a mighty flood toward a poor boy struggling to better himself so that he could help some one else. The flashes of intuition which resulted often reached the truth more accurately than the logic of those who had devoted lives to the philosophy of education.

Whenever there was thunderous applause in Dining Hall or Chapel, one knew Mr. Moody was about. There never was a drowsy moment when he was there.

In the early days when the schools were smaller he would bring the Seminary girls to Mount Hermon when the time was ripe to "sugar off" the maple syrup, and then in the south barn would lead the boys in a corn-cob fight against the girls.

Memories of his own youth helped in his quick sympathy. When his brother Samuel was six or seven years old, a well-to-do farmer hired Sam to drive some cattle to a hill pasture called the "Hogback." It was quite a distance for the little fellow. He was to get two cents for the work. Sam did his task and several times asked the farmer for his money. Dwight sympathized with his brother in pushing the claim. One Sunday this farmer was examining some oats on a wagon in the road. Sam went up and said:—

"Mr. A., please can't you pay me that two cents now for driving those cattle to the 'Hogback'?"

"No, boy," said Mr. A., "that's no subject for Sunday talk!"

"Well, no more is talking about buying oats on Sunday," said Sam. He got his two cents.

Perhaps the memory of that incident influenced Mr. Moody's kind act to one of his Hermon boys. A fine Jersey heifer had to be taken from Mr. Moody's barn around by the South Vernon bridge to Mount Hermon, and Mr. Moody feared she might prove somewhat unruly. One of the young lads at Hermon was entrusted with the animal, in the way of his regular "overtime," for which in those early days he thought he was well paid at five cents an hour. When three fourths of the way to Hermon he met Mr. Moody driving toward Northfield. Mr. Moody asked par-

ticularly about how the animal had acted and was highly pleased to learn that it had walked gently enough. He put out his hand and drove off; when the boy had recovered from his surprise he found a two dollar bill in his hand.

The trait of self-dependence or grit always won Mr. Moody's heart. He liked to have his boys able to face difficult emergencies; one of them tells this:—

“One summer college vacation, while we were working at Northfield, our boarding house closed, and it was nearly a month till college would open. An English boy and I decided to sleep in the barn, and cook our meals in a playhouse used by Mr. George Moody's children in the lane back of his house. We had a few staples, such as tea and oatmeal, bequeathed to us by a Hermon boarding club, as the boys had gone back to school. Mr. Moody was interested in our experiment and called me to his house to learn about it. When I showed him an itemized account showing our expense for food had averaged ninety-six cents a week, and that I had cleared sixty-nine dollars during the summer, he was highly pleased, and said, ‘Any one can eat soup with a spoon, but I want you boys to learn to eat soup with a one-tined fork.’”

In recently looking over the manuscript notes of his sermons in their original envelopes at his son's home, we noticed on the outside of scores of such sermons as “Sowing and Reaping,” and so forth, which had often moved as many as twenty thousand persons at one time, the name Mount Hermon and the date, among the names of hundreds of places at home and abroad. These were preached at the school at some chapel ser-

vice, especially on the first Sunday night of each term. To these occasions hundreds of young men now look as their spiritual birthdays. As he wanted nothing less than an out-and-out stand he usually had an after-meeting and personal dealing. He had the spiritual life of the school constantly on his heart. He gave the young men a definite share in his great evangelistic campaigns. Before starting on some important mission he would tell them how much he valued their prayers and then would say:—

“Now all of you who want to join me in prayer for God’s blessing on this work meet me in this room at six o’clock sharp to-morrow morning.” He would drive five miles in the cold. There would be a hundred or more students present. He knew they would n’t be there at that time if they were indifferent. He would speak of how he felt the need of Divine strength for the work. All would kneel, and he would call on them for prayer.

Frequent letters came back to Principal Cutler with requests such as follows:—

PARK AVENUE HOTEL, NEW YORK,

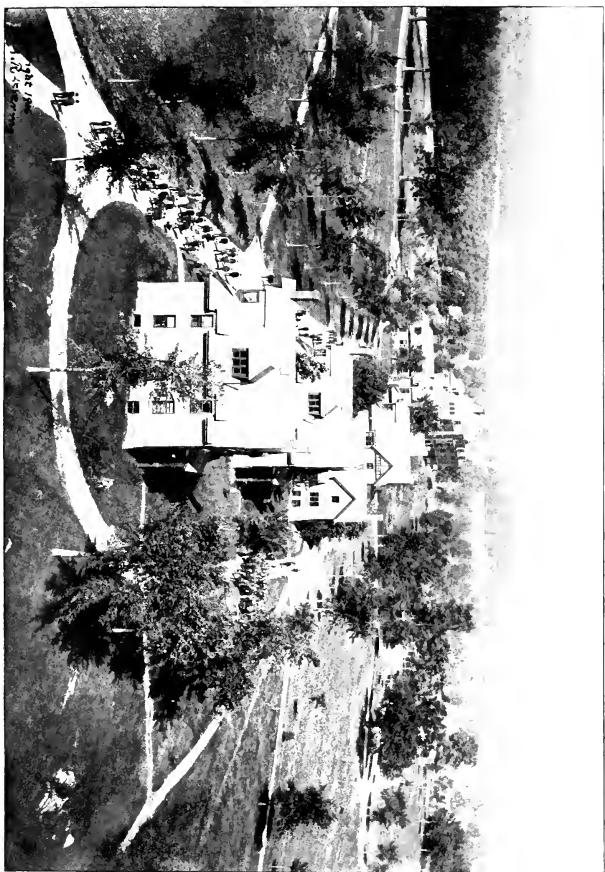
October 28, 1891.

Dear Mr. Cutler:—

I am just off, and I wish you and all the teachers Godspeed on your blessed work. Will you ask them all to pray for me, also the students? I need your prayers far more than I can tell. I will not forget you. My prayer will go to God day and night for Hermon.

Your true friend,

D. L. MOODY.



LOOKING NORTH FROM CHAPEL TOWER.

It was his concern for the spiritual life of his boys which led him to bring to the school every great Christian and every man gifted in opening the Word of God who ever visited him at his home. Among those who have been before the boys have been Rev. Andrew Bonar, Mr. Hiram Camp, Prebendary Webb-Peploe, Prof. Henry Drummond, Lord Kinnaird, Sir Arthur Blackwood, Rev. F. B. Meyer, Rev. A. J. Gordon, Rev. J. Hudson Taylor, Rev. Joseph Parker, Rev. Theodore L. Cuyler, Rev. Arthur T. Pierson, Rev. James Stalker, the Earl of Aberdeen, Gen. O. O. Howard, Rev. Mark Guy Pearse, Rev. George F. Pentecost, Major Whittle, Rev. Charles F. Goss, Mr. George C. Stebbins, Mr. Ira D. Sankey, Mr. James McGranahan, Rev. G. Campbell Morgan, Mr. D. B. Towner, Mr. Robert E. Speer, Mr. J. Willis Baer, Rev. John McNeil, Prof. George Adam Smith. No one of these, however, was ever so gladly listened to at any time, as was Mr. Moody all the time by his boys. "Miss Hall knows more about girls than I do," he often said, "but with boys and young men I feel at home." He knew them, and they believed in him and loved him.

Mr. Moody told this story, and the boy involved has told it. Others, no doubt, could duplicate it from incidents of their own dealings with him. He said:—

"One morning about five o'clock I was studying the Bible, but was not making my usual progress. I looked up and saw through my window a Mount Hermon student carrying a valise to take the train at the South Vernon station from his summer work at Northfield. Something said:—

“‘Go and give that boy a lift.’ Then something said :—

“‘No, this is your time for Bible study. He will get over all right. It is no affair of yours.’ But I could n’t get my mind on my work. I got up, went out, called for my horse, picked up that boy, saw him to his train and bade him Godspeed. When I got home I had no more trouble about getting my mind on my work.” Was it any wonder his boys thought him genuine?

He knew how the normal boy is stimulated by a reward, and early in the history of the school determined to offer unique incentives to faithfulness and clean living among the boys.

The first prize or reward of importance was certainly both original and substantial, as the following shows. One boy gives this reminiscence :—

“In the month of August, 1885, I was surprised that for general faithfulness in deportment, work and scholarship I had been invited, together with a half dozen other larger boys, to go on a two weeks’ tour through the White Mountains with Mr. Moody and a party of friends, including among others Mr. and Mrs. J. E. K. Studd of Cambridge University, England, Mr. Retty of the London *Christian*, and Mr. and Mrs. D. B. Towner. We were entertained at Fabyan’s, where I remember Mr. Moody preached one Sunday, and at other hotels. We were taken to the places of most interest, including the Profile House, the Notch, Hitchcock’s Flume, and finally on a trip up Mount Washington. Mr. D. B. Towner sprained his ankle on this part of the trip. It was a gloomy, misty day

when we reached the summit. We could not see twenty feet from the Summit House. The gloom was not decreased for me when I learned that each must do his best to eat two dollars' worth of dinner or go hungry till the train started at four o'clock, and that our friend had to pay."

This particular form of prize was not continued, but there were other forms. The Cambridge prize for general excellence in scholarship and deportment is the income on funds contributed by English friends from Cambridge University. This prize, and prizes for excellence in Bible study, Mr. Moody took particular pleasure in presenting.

One of the Mount Hermon teachers says:—

"No incident in connection with commencement ever pleased Mr. Moody more than one occasion when a student's name was read for a prize, and he had to be summoned to receive it with his sleeves rolled up and his apron on, from the kitchen, where he was helping to prepare the collation which followed the exercises."

Many boys could tell the same story told by one boy, who says:—

"The day I graduated I expected to go to work to support my mother. Mr. Moody drew me aside and said, 'I've been much pleased with your work here, and will see you through college.' That was all that was said. I took my mother with me, and by my work, with what was regularly sent me, I easily finished my course."

Mr. Moody offered substantial prizes to the students for selling the *Record of Christian Work* and the

Northfield Echoes. If by canvassing a boy got two hundred subscribers at one dollar each, he received for his work one hundred dollars in the form of a year's tuition; and to stimulate his boys to help themselves, and to scatter the good seed of these publications, he offered a large prize to the boy who got the most subscribers.

He was profoundly interested in the matter of physical development. On field days, if it were possible, he was present. During the Students' Conference at Hermon in 1886 there was a crack English runner who in the preliminary heats in the 100-yard dash easily beat the Hermon and college students. Mr. Moody's patriotic spirit was aroused, and he wanted some of our boys to run. Mr. J. B. Reynolds of Yale, and Mr. Hector Cowan of Princeton were with the English crack in the finals, and amid great excitement big Cowan won.

He urged the boys to exercise in the open air, and took deep interest in the physical examinations and personal counsel given by the school physician to the incoming students.

No act of Mr. Moody's ever aroused more difference of opinion among the students than his abolition of interscholastic contests in 1897. He held that the boys were of limited means, with their own way to make and no money to waste on expensive organizations. He felt that aside from the possible contaminating influence, it would be a calamity should the thoughts of the boys be turned from the serious business of life to sports.

One old student tells how, soon after this action,

Mr. Moody drove along where the boys were hoeing. The subject of athletics came up, and after several opinions had been expressed on both sides, the student looked up and saw tears in Mr. Moody's eyes. As he started up his horse he said, "That was one of the hardest things I ever had to do in my life."

The boys, while at their work in buildings or on any part of the farm, were likely to see Mr. Moody with carriage and pair, driving Northfield visitors about the school grounds, or cutting across the fields to point out some knoll, on which he hoped to put up some needed building. There is scarcely a picturesque spot on the thousand acres which he has not carefully studied as to its suitability for a building site.

He was frequently to be seen even before breakfast in the big school kitchen interestedly looking on while the boys cooked and served the meal. He would sometimes find a vacant seat and share the student fare, while his own breakfast might be waiting for him five miles away at his home.

Mr. Moody used to say that it was worth going a thousand miles to get a good thought. He said, "When I get hold of a man who is versed in the Word of God I just pump him." The boys never had to pump Mr. Moody when he came to the daily chapel services in Recitation Hall, though he often asked them for their "best thought" that day. As he came up the stairs talking with the principal over some matter in the administration of the school, with hat in one hand and one of his score of well-marked Bibles in the

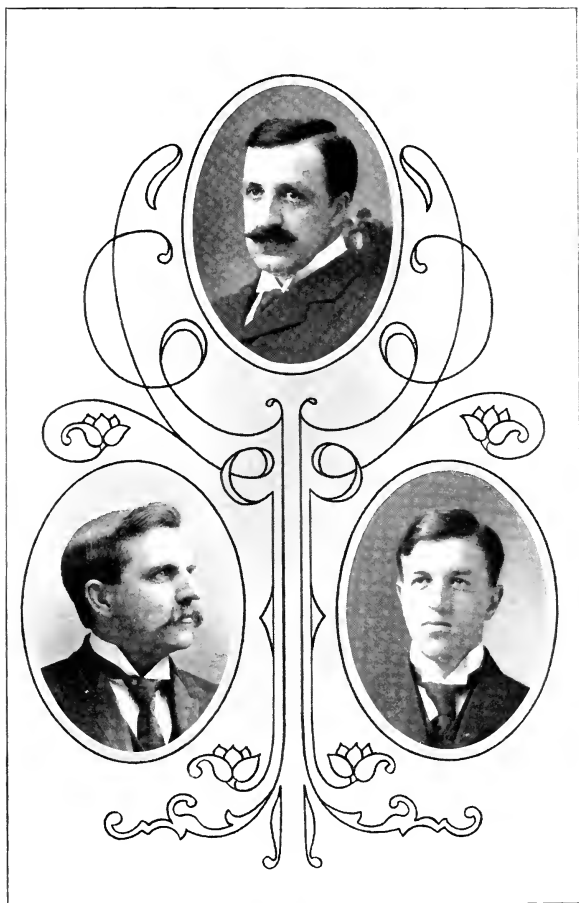
other, there would always be a murmur of applause among the students.

He frequently mentioned his great enjoyment of the singing, and for a number of years had a Hermon Male Quartette assist him in his evangelistic tours. He would stir the boys to more hearty singing by saying, "Sing if you have only one tune for everything; if you can't catch the tune, make up one of your own."

The subjects for his talks varied. Now it was one of his well-known sermons; at other times he laid emphasis on sincerity and manliness. He hated self-indulgence, hypocrisy, and laziness. He had patience with a boy who was dull or mischievous; but with the boy who testified in prayer meetings, and then shirked his work or was not clean in his personal habits, he had no patience. So some of his talks were intensely practical, personal and close home to daily life.

One of the best photographs ever taken of Mr. Moody is a snapshot taken as he stands at the side door of Recitation Hall in a brown study. Chapel is over, the boys have gone to dinner, his is ready five miles away, but he is still in conference with Principal Cutler about some knotty problem of finance or administration, or some disappointing student.

His reception by the boys in 1892, when he returned from the very jaws of death on the ill-fated ship *Spree*, was typical of their accustomed joy at his home-coming. The whole school, teachers and students, walked a mile to the Mount Hermon station and swarmed in and around the train with torches, music and cheers to welcome their friend. The wel-



HEIRS OF MR. MOODY'S WORK.

WILLIAM R. MOODY, '87.

AMBERT G. MOODY, '88.

PAUL D. MOODY, EX-'97.

come was as hearty from his Northfield Seminary students. It seemed as if all who loved him meant to let him know it.

Mr. Moody never had a pleasure that he did not wish to share.

"As this is my birthday," he would write to Principal Cutler, "I wish you would give all the boys a holiday."

At one time he said:—

"Each year is better than any that has ever gone before: life is very sweet to me!" Certainly his life was sweet to others!

No birthday of Mr. Moody's,—his mother's birthday fell upon the same date,—ever passed without recognition at Hermon, and February 5, or Founder's Day, is a notable day in the school.

The saddest blow that Mount Hermon can ever receive came on Friday, December 22, 1899, when the spirit of her founder passed from earth. Every boy felt the blow a personal one, and to thousands it meant that their best friend was no more. The schools filled his last thoughts.

"I have been an ambitious man," he said, "ambitious, not to leave wealth or possessions, but to leave lots of work for you to do. Will, you will carry on Mount Hermon; Paul will take up the Seminary when he is older; Fitt will look after the Institute; Ambert (his nephew) will help you in all the business details."

To thirty-two of his Mount Hermon boys was given the coveted honor of bearing his loved form from his home to the church and back again to Round Top, where he rests, near the struggles of his youth,

and amid the institutions that will cherish the ideals to which he consecrated his life.

With a deep sense of responsibility and feeling the need of the same strength upon which his father never leaned in vain, his son, Mr. W. R. Moody, has taken up as his special work Mount Hermon School, and is seeking to follow out the purposes and plans of his father.

CHAPTER VI.

THE RELIGIOUS LIFE AND BIBLE STUDY.

A system of hazing is carried on at this school which has some rather pleasing features. A letter of welcome reaches each new student at his home a few days before the opening of the term, from an old student, a member of the Young Men's Christian Association. This student offers to meet the new boy and initiate him into the mysteries of the new school. The Association also gives a reception to the new students at the opening of each term. A new kind of hazing, this!

This atmosphere of mutual helpfulness is the distinguishing feature of the school fellowship. To work out this principle all the religious privileges have been ordered. Mr. D. L. Moody's last service to Mount Hermon was to guide the steps taken in forming the Mount Hermon Church which now, in a large degree, directs the Christian activities of the school.

Beginning at a time when Mr. Moody's loss was most keenly felt, it has since proved peculiarly a means of spiritual blessing. It is undenominational, but evangelistic in its creed. It is independent in its government. Twelve denominations were represented among its ninety-one charter members. The pastor of the Northfield Church acts as pastor of the Mount Hermon Church. He preaches once each month, and con-

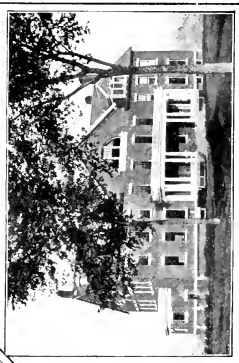
ducts communion at an afternoon service once in two months. At these seasons students bring their church letters, or publicly profess Christ for the first time. About sixty unite each year, one half of these on confession of faith. At the other Sunday services through the year ministers of different evangelical denominations preach. The church conducts a Sunday school and has a most interesting junior department, attended by the children of the faculty and of neighboring families.

The Young Men's Christian Association is an aggressive organization, and embraces in its membership three fourths of all the students. It is a center of social life, giving the receptions to new students. It conducts the hall prayer meetings in the dormitories, the volunteer mission study classes, several Bible classes, and a class to instruct personal Christian workers. The Association also has charge of the Sunday night voluntary service. This is often evangelistic in its character. The Student Volunteer Band is the missionary arm of the Association.

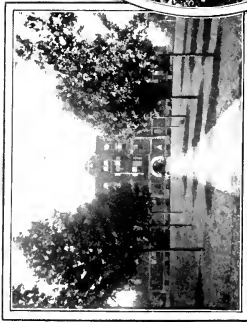
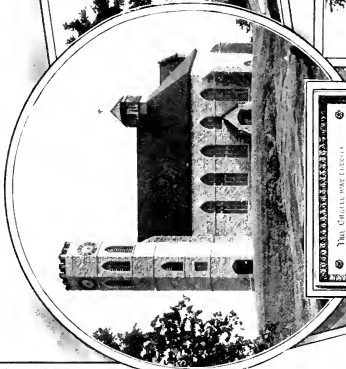
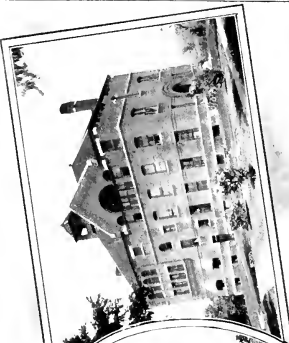
The earliest organization in the school was the Missionary Society established in 1881 through Miss M. L. Hammond, the first teacher, who is now a missionary in Mexico. This society later merged its life into the Missionary Committee of the Young Men's Christian Association, and the spirit of the organization now finds a larger scope in the Missionary Committee of the church. Under the auspices of this committee missionaries of various denominations, many of whom are former Hermon students, present their work.

Although most of the boys have a hard struggle to

RELIGION HALL,
SILLIMAN LABORATORY.



GROUP OF BUILDINGS,
MEMORIAL CHAPEL.



CROSSLEY HALL,
OVERTOWN HALL.



pay for their education, yet the Mount Hermon Church, composed of students and teachers only, not only pays entirely for the supply of the pulpit, but gives about \$800 annually to missionary objects in this land and abroad. Its annual missionary budget is a liberal education in missions. The church seems to take keen delight in giving to out-of-the-way, especially exposed, and disheartening fields. The committee has fitted out as a missionary reading room, and meeting place for Bible classes and missionary conferences, the room in Recitation Hall where, in 1886, was started the Student Volunteer Movement for Foreign Missions.

The school day begins with a half hour of "silent time." Whether all engage in religious exercises we cannot say. One thing we know, the exercise is well named, for morning and evening during this period the stillness that reigns throughout the dormitories is profound.

The most impressive scene of the day to the visitor, is the gathering of the four hundred and fifty boys and teachers from all parts of the campus to the noon chapel exercise. Mr. Moody would not permit his friends to place a bronze tablet proclaiming the Chapel a gift in his honor, so they contented themselves by placing these words on the tablet in the vestibule:—

"This Chapel was erected by the united contributions of Christian friends in Great Britain and the United States, for the glory of God and to be a perpetual witness to their unity in the service of Christ."

The school family comfortably fills the main floor, which slopes toward the platform. Behind this

towers the fine pipe organ; a gallery increases the seating capacity to one thousand.

Where do all these boys come from? New York leads among the thirty-five states represented, and Massachusetts is second. Some thirty different foreign nationalities are almost always represented, each by one or more students. Here and there in the group one can see a Korean or an Armenian, an Indian or a Burmese, a Japanese or a Porto Rican, a Cuban or a Hawaiian. Neither poverty, age, nor lack of scholarship proves any barrier to this gateway of opportunity. Character and purpose, and the desire for a chance never knock at this door in vain. You will notice an absence of vapid, bored or cynical faces from that group. Mount Hermon seldom appeals to such. The hearty singing has a swing that thrills you. Possibly an old student is back from his work in the world, and speaks for twenty minutes mingled reminiscence and exhortation; or some eminent layman or minister present in Northfield has been pressed into service. This element of surprise makes chapel service one that is anticipated and enjoyed.

The result of the trend and the tone of life here is that men confess Christ naturally, and few leave the place unconverted.

An outlet for the Christian activity of the men is the so-called "District Work" carried on by the students under the supervision of the Association. The New England district schoolhouse is a convenient place for religious gatherings: so into seven of the outlying districts on Sundays go groups of men, generally two and two. Here these earnest Christian boys hold

prayer meetings, sing, conduct Sunday schools, or talk on Scripture passages, and many a young man, in the light of a kerosene lamp, leaning against a carved and scarred school desk, looking into the eyes of those with needy souls, there and then gets an impulse to self-sacrifice, which sends him to spend his life in some out-of-the-way place where no one else will go.

While Hermon has never attempted to prepare men directly for the Christian ministry, her spirit has been so fundamentally Christian it is not strange that many of her students have gone into colleges and seminaries and then out into the pulpit, or to missionary service.

The school is proud of her men who died on mission soil, Jacob Wettergreen in Africa, I. W. Hathaway in South America, and Fred Moore in Alaska.

Mr. Moody was gratified greatly when he heard of some clerk engaged in his spare hours in work among the ignorant and neglected. He also felt a hearty admiration for his boys who got a thorough training and then took up mission work across the seas. Among those now on mission fields are: Rev. Horace A. Sibley, Ernest D. Vanderburgh, M. D., Rev. Ellis E. Jones, George M. Newell, Rev. Louis B. Quick, all of China; Ernest W. Riggs, Rev. Ernest A. Yarrow, J. Riggs Brewster, all of Turkey; Charles H. Harvey, Rev. Martyn D. Wood, Rev. Albert C. Phelps, all of India; Rev. Thomas Moody, Adolph N. Krug, George Schwab, David W. Muir, Jacob B. Young, all of Africa; Rev. John D. McEwen and Rev. Pierce A. Chamberlain of Brazil; Benjamin M. Platt, M. D., and Arthur Rudman of the Philippine Islands; Elijah

MacKenzie of the Hawaiian Islands; Rev. Komataro Katataye of Japan; Frank M. Brockman of Korea.

The visitor is at once aware of the earnestness and enthusiasm of the students at either study or work. When he learns that 52 per cent either earned their tuition before entering or while in the school, his wonder ceases. The average age is twenty years, and the relations between teacher and pupil by all the necessities of the case are close and personal, and in this contact many boys solve problems in character more important than those in algebra.

The Bible holds a central place in each student's course of study. One of Mr. Moody's chief aims in founding the school was to provide thorough instruction in the English Bible, and whoever might select other teachers he never failed to select the teachers in Bible himself. Whatever course a boy chooses he includes at least two periods a week in Bible. Scores of old students have recently testified to their high appreciation of the Bible department and its able head, Mr. James McConaughy. Famous outside teachers give occasional extra courses, especially during the summer terms. An interesting class is also conducted in the Greek Testament.

The end sought is to get the student to love the Bible and by personal study of it to apply its truths to his life. The formation of character rather than the attainment of knowledge was in the heart of the founder when he determined on the course.

The beginner in the Bible course learns how to study and during the first two terms passes rapidly over the main narrative portions of the Old Testament

and of the New. During the third term, the Bible as a whole is studied, as to customs, language, literary form, inspiration, and practical lessons.

In the fourth term, which is the earliest time the average student can profitably study a section somewhat minutely, the Life of Christ in the four gospels is studied. This is followed by a topical study of the Teachings of Christ. Then follow four terms on the Old Testament and two on the New, taking up questions of interpretation, authorship, and moral problems comprehensively rather than minutely.

Elective courses open to the upper classes aim to prepare for different forms of practical Christian work. It is the purpose to add to the number of these electives and thus make the Bible instruction more and more complete.

Here is the testimony of a former student, now a leading Presbyterian minister, as to the value of the study of the Bible at Mount Hermon:—

“Indeed I do not see how any one who had spent from two to four years at Mount Hermon as a sincere seeker after religious truth could ever be permanently diverted from the lines of evangelical and aggressive Christianity. Though such an one may be temporarily blinded so as to lose the proportion of things when thinking out for himself the earliest beliefs of his boyhood, yet I believe and know that, sooner or later, he will turn again to the living truths taught at Mount Hermon, as a man, staggered and made cynical by the mystery of life, turns again to the love of his mother.

“Of the men whom I know to be in darkness and doubt to-day the majority of them are those who

never have been rightly instructed, or who have never seen the religion of Jesus rightly lived. No one can have been a student at Mount Hermon and have missed either right instruction or true living. I speak feelingly and I speak with knowledge. Mount Hermon was the gateway of heaven for me, and never did it let go its grip until I was able to stand upon my own feet and fight my own religious battles. It helped me to cherish every lofty desire. It inspired me with courage against every evil tendency. It placed before me a holy ambition, and when it launched my little craft out into the deep water, there were compass and pilot aboard—and I have not yet run aground.”

CHAPTER VII.

THE ALUMNI ASSOCIATION.

"To the Mount Hermon Alumni I look for the future backbone of Mount Hermon." Mr. Moody's confidence thus expressed was not misplaced, for in the recent history of the school the Mount Hermon Alumni Association has played a part, of which the trustees, the teachers, and friends of the school are proud.

It was organized for graduates only, June 28, 1888, in Crossley Hall. A constitution was adopted and an annual banquet was instituted. In 1893 an Alumni Annual was published, but was not continued. A money prize to stimulate debating has been offered by the association each year since 1890, and to further stimulate debating, especially among the three literary societies, the alumni offered a silver cup in 1901.

During the early history of the association much good work was done in keeping graduates in touch with the school, and especially in starting an endowment fund, interest from which it was hoped would help toward the financial support of the school.

As, however, only a small percentage of the boys entering the school have graduated, from necessity no large work could be expected from the small group of graduates, and the majority of the old students, not being graduates, were debarred from helping the school.

Immediately upon the death of Mr. Moody, however, the alumni felt that a grave responsibility, as well as a splendid privilege, was laid upon them to rally all the old students, graduates or non-graduates, wherever they might be, to renewed loyalty to the old school.

The first step was taken when the alumni decided to admit into the association, if approved by the executive committee, all former students who loved Mr. Moody, and had in them a feeling of loyalty to the school, and a desire to keep up the old friendships.

In 1900 the association had 225 members, 17 per cent of whom paid annual dues aggregating \$16.50. Now there are 850 members, and new ones are coming in at the rate of 150 a year. Sixty per cent of these pay the small fees which aggregate annually \$250. This sum secures for each a copy of the *Alumni Quarterly*, and provides money for the Alumni Prize Debate, and the incidental expenses.

But this is in no way notable. The phenomenal result from this recent awakening among the alumni has been the large number of annual contributors toward the Running Expense Fund of the school. With but 399 graduates, there are 1,242 old and present students who contribute \$3,740.25 in the form of small annual gifts to the Running Expense Fund.

The aggregate is of course small, as most of these men are poor, and many of them are just completing their studies or getting started in their occupations. These gifts, however, speak of loyalty, are increasing each year, and compare favorably with the work of the alumni of any institution in the country. Yale, whose

living graduates number some 12,000, famed for the loyalty of her sons, has recently secured after painstaking effort 2,017 subscribers, or only 775 more than Hermon has secured. These annual contributions, together with the interest on the Old Students' Endowment Fund, about \$7,000, amount annually to about \$4,000. Thus the old students are providing interest on a \$100,000 endowment. This is Mount Hermon's "living endowment."

The causes for this recent awakening among the old students, aside from the feeling of responsibility awakened by the founder's death, are various.

Chief credit, beyond doubt, belongs to the president of the association, Mr. Jeremiah Holmes, '98, who also acts as alumnus corporator, and to the secretary, L. Lorimer Drury, '98, who gives half his time to his duties as secretary, and the rest to the department of history at the school. These men, with the aid of loyal alumni East and West, have organized thriving, enthusiastic Hermon clubs in New York, Boston, Springfield, and other centers.

An almost indispensable requisite in this awakening has been the *Mount Hermon Alumni Quarterly*. In its first issue in December, 1902, its aim is stated:—

"To bring the school and the former students into closer touch and sympathy, and also to keep those who have gone out of the school in touch with one another." It is one of the very few magazines of its kind. Every three months a copy goes to each of the 850 members of the association, and at least once a year copies are sent to the nearly 5,000 students who have at some time attended the school. Many letters testify

not only to the intrinsic value of the *Quarterly*, but especially to its success in calling out the affections of the old students for the old school. Mr. L. L. Drury, '98, is the editor, Mr. Herbert C. Miller, '00, is business manager, and Mr. James L. McConaughy, '05, is advertising manager.

A deficit each year in the history of the school has had to be provided for, owing to Mr. Moody's insistence that the tuition be kept as low as \$50 per term. Other schools and colleges meet exactly the same deficit by the interest on their large endowments. But this Mount Hermon does not have. Mr. Moody agreed to raise half the expense if the boy would pay \$50 a term, which was the other half. The annual deficit resulting from such a policy has entailed strenuous solicitation among the friends of the school, but the current expenses have been successfully raised each year. On November 17, 1904, at a meeting of the finance committee of the corporators it was felt that in view of expense incurred through improvements in the water plant and other extraordinary expenditures, as well as the increased cost of living, it would be advisable to recommend to the full board that they raise the school charge to \$75 per term. This they greatly disliked to do, but it seemed impossible to avoid it. Mr. Moody always felt that to increase the tuition meant to shut out just the young men he most wanted to reach.

Messages with promises of annual contributions of small sums at once poured in from the old students all over the world. Expressions of loyalty came from trustees, teachers, and friends of the school everywhere. Every one deprecated raising the tuition.

One hundred and twenty thousand dollars had to be raised for the two schools within a year to pass the crisis. Mr. W. R. Moody felt that keeping the tuition at \$50 per term was absolutely vital to his father's purpose in founding the school. He pushed the plans for raising the sum, with the aid of friends, to a successful issue. The tuition at the two schools therefore remains at \$50. A boy or a girl of very limited means can therefore still get a Christian education at Northfield or Mount Hermon for \$50 per term for board and tuition.

At a meeting of the Board of Trustees held September 18, 1905, it was voted:—

"That the thanks of the Board of Trustees be extended to the old students who so promptly and generously aided the school in the recent financial crisis; not only in averting what seemed to be a necessary change of policy, but also, by their pledges of future support, encouraging the hope that no change of this kind need be made in years to come."

There is a crisis in the Northfield School this year of this same general character; the probability is that there will be equal necessity next year for earnest prayer and hard work to meet the annual deficit; but the words of the founder are being remembered and acted upon: "We have an endowment rich in friends. Let Christ be preëminent, and there will be no lack of funds."

One boy through lack of money dropped out of Mount Hermon a term to earn money to pay for his next term's schooling. He had pledged two dollars toward the Running Expense Fund of the school. He

paid this pledge while away at his work, and in his letter sent to the school \$4 of his hard earned money, saying that he had done better at his work than he had expected and so would double his pledge. While the alumni and the students show that kind of spirit this great work cannot fail. Mr. D. L. Moody felt that it would be a misfortune should some man come along and say, "Here is money enough so you won't have need to ask for another dollar." He infinitely preferred an army of friends who would not merely give their means, but above all would be interested in learning whether their investment was paying dividends in useful lives.



THE FIRST SCHOOL GROUP, 1872

CHAPTER VIII.

MOUNT HERMON MEN OUT IN THE WORLD.

There are some very natural questions which suggest themselves to the many friends of the school, especially to those who have given to it their personal interest and their means, or even to those who know of the school only in a general way.

Has the investment paid?

Are the boys doing useful work in the world?

Are they grateful for the advantages they have received?

Above all, in the founder's words, is "Christ having the preëminence in their lives"?

There follow some testimonies from boys who for a longer or shorter time attended the school. These brief biographies show the part Mount Hermon played in their lives. Many more could be given.

"My school work will not tell much until the century closes; but when I am gone I shall leave some grand men and women behind," Mr. Moody wrote to a friend in 1890.

It is but twenty-five years since the first boy arrived. In that time a great school has been built up, far from the centers of population, and developed one step at a time, as there was no precedent to follow in many problems which arose. It is but nineteen years

since the first class graduated, and only about four hundred boys have received diplomas. Yet, on the other hand, Mount Hermon is more than a preparatory school, and nearly five thousand have for a time been under the influence of the school, and are now in a wide variety of callings.

In his address to the class of 1888 at Mount Hermon Mr. Moody said:—

“I sincerely hope before I go hence to see the school wholly manned by graduates of Mount Hermon.” This wish was in part gratified. Graduates have in the past held important positions in the school. To-day some leading departments of the school are directed by graduates. The head of the recently organized and successful Agricultural Department, the head of the Classical Department, the recent head of the Department of History, the present assistant in that department and secretary of the Alumni Association, the officer having general oversight of the institution and the work of raising the annual deficit,—all these men are graduates of Mount Hermon, and also hold degrees from such leading colleges as Cornell, Williams, Brown, Wesleyan, and Yale, and are experts in their departments.

Perhaps because Mr. Moody was a layman himself he especially wished his boys to be aggressive Christian business men. One of the early classes has among its number two Christian traveling men, and two specially successful lawyers. Two of Hermon's sons in successful business for themselves in Boston are the kind of men the founder wished to help into an education. One of the largest grocery concerns in New England,

outside of Boston, is conducted by two graduates on Hermon principles. An early graduate, with a degree from Amherst, manages the Hotel Northfield and is general adviser in all business problems that confront the schools. The heads of two departments at Phillips Andover are Mount Hermon boys with degrees from Yale and Wesleyan.

Some of her men entered newspaper work, and among them are editors on the *St. Albans Daily Messenger*, the *Lowell Citizen*, and the *Chicago Evening Post*.

The inventor of the DeForest wireless telegraph system now used in the United States army and navy, and being adopted in Europe as the most practical system, spent seven years at Yale, where he took his doctor's degree, after graduating from Mount Hermon. He writes, "Difficulties and discouragements arose, but . . . Hermon discipline taught me to surmount things of this character, and the results are becoming apparent."

The patriotic spirit aroused during the Spanish War by the famous procession led by "Jerry" and "Old Rob" had its fruit in a captain and a lieutenant in the volunteers, and a lieutenant in the regular army now stationed at Fortress Monroe. Of the lieutenant in the volunteer corps an old student who acted as chaplain in the Spanish War says:—

"My regiment moved into camp in the second army corps at Middletown, Pa. A Missouri regiment had just moved out and I was amazed to learn that an old Hermonite was a lieutenant. Soldiers and civilians filled my ears with the name of this lieutenant, of whom

they said, 'He is the best known, the most beloved, the most respected officer in the entire company.' Why? Because he lived out in the army the ideal Christ life. Bravo for dear old Hermon!"

The work-hour system may in part account for the fact that one old student who employs 1,100 hands in his business, merely as a relaxation from these interests carries on a stock farm of 2,500 acres in charge of the former head farmer at Mount Hermon; and also for the fact that another owns and conducts a foundry employing one hundred and fifty skilled workmen.

The younger graduates have shown themselves no whit behind the "old boys." The dean of Harvard faculty recently wrote that all Mount Hermon men have stood high in character, and one student, graduating in 1905, "won his degree with the highest distinction, *summa cum laude*."

From Yale University the report has just come that six Hermon men in the class of 1909 have made the honor division in scholarship. A Hermon boy now in the same university is captain of the 'varsity crew, in which he has rowed for three years, is president of the University Dining Hall, and general secretary of the Sheffield Scientific School Young Men's Christian Association. A recent graduate of the same university was at the same time superintendent of the Yale mission and manager of the football team. He learned how to handle money on the school paper, the *Hermonite*. Dean Wright of Yale has recently well said, "Mount Hermon has made a record of which any school might well be proud." A Japanese student graduated from the school and then recently led his

class in the most difficult course in a large Eastern university.

"What we want," said Mr. Moody in one of his talks to his boys, "is ministers on the farm, in the workshop, and behind the counters. We have a good supply in the pulpit."

Mr. Moody's face lighted up whenever he met any of his boys out in the world when they were doing well. It cheered his heart and made him forget all his hard work. In 1899, when in Colorado, he wrote: "It is cheering to come out here, and find our boys doing so grandly. It pays for all we have done, and I feel as if I wanted to do far more in the future."

It gratified him greatly that the last meetings of his life were largely prepared for by three Hermon boys, a bank teller, a Y. M. C. A. secretary, and a Congregational minister, and to this bank teller fell the coveted honor of accompanying the beloved founder on his last journey home.

The phenomenal growth of the Kansas City Young Men's Christian Association is largely due to the Hermon spirit which thoroughly imbues its secretary. He consulted with Mr. Moody before taking up the work. Mr. Moody rather advised him to take it. He said he would if Mr. Moody would agree to hold meetings in the city. It was in fulfilment of the promise then made that his last meetings were held. When this secretary took charge of the association, there were seventeen persons present at the first Sunday afternoon meeting; the average attendance is now 2,000. They have a new building and a large membership.

An electrician on board the U. S. S. *Reina Mercedes* says:—

“The very thought of Hermon many times kept me from wrong, and has always given me a desire to make my life a success.”

A boy who in 1891 was a teamster in Boston, helping his sister through the State Normal Art School, is now a physician in Boston. He says, “Hermon gave me my chance to prepare for my profession.”

A very prominent physician in Worcester, Mass., says:—

“At fourteen the machinist trade was just ahead of me. Friends applied to Hermon for me. Mr. Moody wrote to have me come to see him. I stayed four years and then entered the medical school. I have now a very large practice, and among other offices hold that of city physician. I have now a Christian home, a boy fifteen and a girl fourteen, both members of the church. For all this I have my Heavenly Father and Hermon to thank.”

The following is typical and comes from a pastor of a Congregational church in Connecticut:—

“I was at work in a factory at eighteen. My pastor encouraged me to recite to him Saturday evenings. I entered Hermon with enough money for the first term. The struggle began. I worked overtime, and during the vacation I went back to the factory, and so came back in the fall with enough for next term. At the end of that time Mr. Moody called me aside and told me to remain and he would see me through. I thank God with my whole heart for what Hermon did for me.”

A bank clerk in Chicago who worked his way through Yale says:—

“Because the school graciously afforded me opportunity to earn my own way I was enabled to carry myself entirely during nearly three years. I ran a bookstore, tinkered clocks and watches, worked with the ‘gang,’ managed the *Hermonite* and the *Northfield Echoes*, all of which was profitable to me.”

The president of the Pittsburg & Westmoreland Railroad Company speaks in this way of the school:—

“Hermon gave me a healthy body in place of a puny one. The ‘work hour’ taught me many useful lessons. The school developed me from a boy into a man and gave me a clear perception of Christian duty and life, which I have tried to follow since.”

A chemical engineer in Iowa shows how Hermon just fitted his need: “I was twenty-one and had had very, very little schooling in the elementary branches. I wanted a place to prepare me for college. The Brooklyn High School would not accept me, as I had not graduated from the elementary school. The ordinary preparatory schools were too high in price. Hermon just suited my case. I had saved enough money to take me through two years. Hermon has written in words of fire on my heart: ‘Learn as if you were to live forever. Live as though you were to die to-morrow.’”

A recent graduate, now a teacher of history in the Hope Street High School, Providence, says:—

“I was born in a log cabin, one of a family of thirteen. My parents could not give a cent toward my education. I worked my way through Hermon, selling *Northfield Echoes*. The ideals of self-reliance taught

there, and the Hermon courage, enabled me, though penniless, to work my way through college, where I engaged in different forms of Christian work to raise my expenses."

A farmer gives this testimony:—

"I was one of nine children, lived twelve miles from the nearest high school. My parents could not afford to send me to a boarding school. The exceedingly low tuition took me to Hermon. My younger brother is now there, while I am attending to the farm. I learned at Hermon the possibilities which await the scientific farmer. I have since been studying along that line and hope to take an agricultural college course."

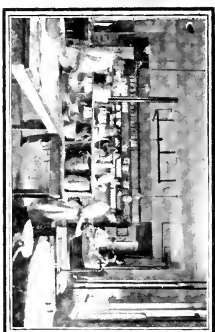
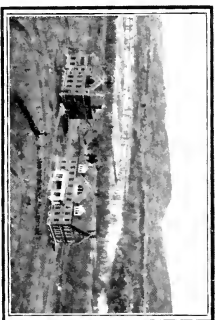
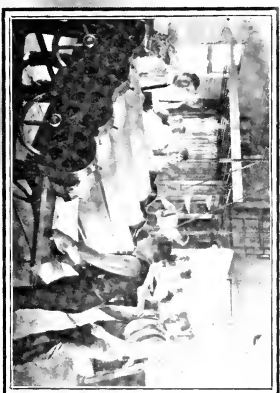
A member of the class of '91, who held the classical fellowship in Princeton University, and is now a successful teacher in New York City, thus clearly states his impressions of Hermon:—

"The equipment for college is splendid, the associations delightful, the ability to cope with the world, and adapt one's self to circumstances is better on account of the genuineness of the life there and the absence of superficiality. I cannot praise too highly the methods employed, and what success I have made is due in great measure to the influence I received while on the old hilltop."

A man in the granite business in New Hampshire says:—

"While I was in Fort Worth, Texas, I started a Christian Endeavor Society, and helped start a Young Men's Christian Association there as a result of the Bible training, and the ideals I formed at Hermon."

A student in Oberlin says:—



"I worked on the stock in a hardware store for two years and was promoted to the office. I could not figure or write. I returned to the stock and saw the disadvantage of ignorance. I canvassed awhile and heard of Hermon as a place where a fellow could earn his way. I thank God for Hermon, for it gave me an opportunity that opened up a new life and a new world for me. It enabled me through college friendships to get a college training. I pledge thankful loyalty to the old school."

A Harvard man says:—

"I went to Hermon intending to stay a year and then enter a mediocre engineering school. I stayed a year, then two more and have entered the grandest college in the land, and now look forward to the theological seminary and the foreign mission field."

A physician in the Massachusetts State Hospital says:—

"The Bible study at Hermon is most practical. It taught me to *interpret* and think about the Bible *for myself*. I earned from \$75 to \$115 per year. The thorough instruction, and love and earnestness of the teachers impressed me. Hermon taught me that God could use any one who was faithful and willing to work, and that if we keep faithfully busy each hour of the day we may leave the result to God."

A machinist and tool maker had funds for only one year, but that was long enough to be "exposed" to the Hermon spirit. He says:—

"I received untold blessings and the inspiration will not pass away. I have been blessed with noble Chris-

tian friends. I now have a home of my own, where Mount Hermon's Christ rules."

The synodical missionary of the Presbyterian Church in Montana came from Wales some twenty-two years ago to get an education. He says:—

"I attended the Brooklyn Young Men's Christian Association and became assistant secretary. Through Mr. D. W. McWilliams I came to Mount Hermon and helped myself through by acting as librarian and assisted in making the first catalogue. After I graduated from the Seminary I took up work on the frontier in South Dakota, Utah, and Montana."

The recent chairman of the Congregational Union in Canada was converted in Dublin and led to Mount Hermon through Mr. Moody. He graduated in '87, and says that he helped toward his expenses by "working in the laundry, and supplying the Congregational church at Gill. Humanly speaking I owe whatever success I have attained to Mr. D. L. Moody and Hermon."

When sixteen one boy was supporting a mother, brother and two small sisters. He says:—

"At twenty-eight I entered Hermon, the only school open to one of my age, where I laid foundation for a course in law, theology and medicine. I have worked for years among the coal miners of Pennsylvania and Illinois; in the lumber camps of Michigan, and for two years in the slums of Chicago."

A Presbyterian pastor in New York City, who worked his way through Williams College and Union Seminary, says:—

"My occupation since I left Hermon seems to have

been the taking hold of terribly run down churches and building them up and then moving on to another run down church."

A cotton planter in Mississippi says: "My brother and I worked overtime and vacations while at Hermon toward our own support and to help send a sister to Northfield Seminary."

An employee in the U. S. Armory at Springfield says: "One great regret with me is that I have not yet been able to pay back to Hermon the money she invested in my education by giving me free tuition. I hope that I may live to see the day when I may pay it all back with interest."

Another now in the ministry in New York State especially mentions Dr. Hartzler's faithful teaching of the Word of God, and says he "got his start" in "District Work."

With seventy dollars one boy arrived at Hermon in reply to Mr. Moody's "come on." His funds got as low as sixty cents once, when he felt led to cut hair, though he had never done this before. So successful was he as Hermon's first barber that he was soon dubbed with the title, "Boodle Bill," and in that way met most of his expenses at Mount Hermon. "Everything has been a success," he says, "since I left dear old Hermon. Less than a year ago I started a new work here in a tent with twenty-four in Sabbath school. We now enroll 165. Have baptized and received eighteen into the church. Have a large number waiting baptism, and a \$20,000 edifice completed. All due to Old Hermon."

A coal miner's son who worked his way through

Hermon and Princeton says: "What I am and what I shall be I owe to benefits received at Hermon. Hermon gave me my start in life."

Writes one boy, now a useful pastor: "I belonged to a family of twelve; my father was a drunkard. We were in poverty and ignorance. The only education I had I got from Sunday-school books, till I went to Hermon when twenty-eight years old. Mr. Moody paid my way for four terms, the rest of my stay there I paid my own way from what I earned in vacation, on the work hour, and from selling colportage books."

A student in Bucknell University had poor parents, and his schooling ceased at thirteen. When twenty-one years old he learned of Hermon. He saved \$150 at his carpenter's trade, entered Hermon and prepared for college by working overtime at his trade.

A salesman in Seattle, Washington, says: "I earned money to enter Hermon by selling papers on the streets of my home city. I earned my way at school by working in vacations. I found this no disadvantage, for I enjoyed my studies, got well trained in the Christian life, and grew into healthy manhood. I have met many Hermonites in my travels and most of them stand for the high Christian ideals of Hermon."

The steward of the Young Men's Christian Association at Camp Alger during the Spanish War speaks of the faithfulness of Ed. Chapin, '98, who was the first Young Men's Christian Association secretary in Cuba, and who died of illness contracted there. Himself a Hermon man he says that in the face of great responsibilities he often got help by saying, "Thanks to Hermon I can do this." He says:—

"For four years I had a church eighty miles from a railroad and I had to cook and keep a house in all its details. I could never have done it except for what I learned at Hermon in the work line. This knowledge also enabled me to work my way in Oberlin College."

A teller in a savings bank in Connecticut had a record of over 250 hours overtime work put in during the school year. He says:—

"During the two years I was there my foundation in Bible study was laid and the joy of the Christian life was made known to me. For this words can but feebly express my gratitude to Hermon."

Mr. Moody during one of his campaigns in Colorado wrote home that the most useful minister in the state was an old Hermonite and that his church was doing more good than any other church in that whole section. Hermon gave him his chance. He says:—

"My people were malters and brewers; my parents were professing Christians, but the brewing business proved incompatible with living for Christ. I attended school till fourteen, and then learned the carpenter trade. Having been converted in London in 1885 I learned of Hermon through *The Christian*. I entered with the understanding that I earn my way by my trade. I also sold books and lemonade three summers at the Northfield Conferences. I feel I owe all I am as a preacher to Hermon. The best proof of my regard for Hermon is that I try to get all the earnest young fellows I can to go to Hermon. I gratefully record this testimony to God's favor to young men in raising up Dwight L. Moody to found such a school."

A teacher in Mercersburg Academy, Pa., who went

through Yale after Hermon, thinks the Hermon Alumni Association stronger than that in any secondary school in the country. He is an active Christian man where he teaches. He says:—

“I had no thought on entering of finishing a course, much less of going to college, but it did not take me long in the free, buoyant, independent spirit of the place to find that everything I chose to work for was in my reach. My ambition awoke, and also the conviction that no man liveth to himself alone. Here Hermon surpasses other schools and colleges, too. Others preach the doctrine of ‘Service,’ but none send out such a large percentage as Hermon, resolved to translate that doctrine into action. I shall always feel grateful I was led there, and I find my indebtedness to be greater as the years go by.”

Another Hermon student graduated at Amherst and Auburn Seminary and went into the ministry. His case is typical of the great need Hermon meets in the lives of hundreds of boys. He was reared on a farm and at the age of nine years was set to work. He had very irregular schooling during the winter months. At twenty he began to learn the machinist's trade and did work as contractor and builder. He studied at odd moments and determined to enter college. He found the pupils at the high school much younger than himself, and the school ill adapted to his needs. He learned of Hermon and entered at twenty-five years of age.

“It was a great change,” he says. “Before I had to board myself, and to do odd jobs for support. I was also thrown among younger people who were enjoying

the care and helpfulness of well-appointed homes; now, at Hermon I found myself in a school home, and every influence was helpful. I earned all my expenses in the carpenter shop. I was there but a year before entering Amherst, but I sometimes feel that I owe everything to Hermon. The spirit of the teachers, the companionship of work hour, the privilege of meeting so many men and women who are doing work for God that counts in the world, gave my life an impetus which has not expended itself. May God bless Old Hermon!"

A dentist in Cleveland, Ohio, while at Hermon earned his way by tailoring, and even during his college vacations he returned to the school and worked.

A printer, now in Troy, N. Y., says: "I was taken to the hospital. Mr. Moody found I was without a nurse, as there were many patients. He drove to Northfield and brought me one about five o'clock in the morning. He would frequently come in and sit on the edge of the bed and joke with me."

A student in Dartmouth College testifies, as do hundreds of others, to the blessed influence of Mr. Henry M. Moore, who recently went to his rich reward.

"It was on the first Sunday, through a quiet talk with Mr. Henry M. Moore, that I became a Christian."

One boy, who worked his way through Princeton and Chicago Seminary, and is now a successful pastor in Kansas, was left an orphan to shift for himself at nine years of age. He worked for his board and attended high school. He then worked in a factory, but the life was intolerable. Entering the church he be-

came ambitious, and began to save all his earnings. He says:—

“I arose at four in the morning, did chores, peddled milk, and got to the factory to work at seven o’clock. An elderly gentleman noticed my distaste for factory surroundings, and encouraged me to seek an education. I learned of Hermon, and having saved from a salary of six dollars a week nearly \$200 I entered. I paid my way through by working in the laundry and kitchen.”

A mining engineer, a graduate of the Boston Institute of Technology, says:—

“The free outdoor life there and Miss Sawyer’s class in botany and mineralogy went far toward planting a love of nature and of practical research in me. The manual labor required removed all distaste for work with the hands, and the cosmopolitan nature of the school took away false notions of class distinction. This has been a valuable asset to me in my duties as mining engineer in frontier camps and mining towns in out-of-the-way corners of the earth, as I have had to deal with various problems, social and industrial. I write this to show how three years in Mr. Moody’s school has aided one often out of touch with civilization, in a commercial life.”

The following experience in work hour will strike a responsive chord in the memory of many. A trustee of the Associated Trust of Boston says: “Toward earning my support during one year I did many different kinds of work; worked on farm, cared for hens, cleared off tables, cut bread, worked in kitchen, ran steam boiler under kitchen, ran steam pump up in

woods. This was a night job. The steam pump was a freak, as it would stop short with a full head of steam on and it required *ignorance* to start it by using a poker as a lever. I worked in Professor Cutler's office, and did odd jobs for students."

An upper classman in Princeton, who worked his way through the school, cites a lesson he learned at Hermon.

"The benefit I got at Hermon was to learn perseverance, never to give up, though everything seems against you. The first eight weeks I was there it seemed I could not get my studies; but the chapel meetings at noon would turn me to God for strength. I finally decided it was my duty to do the best I could each day and leave the rest with God; at the end of the term I got G plus or above, escaping all exams. To be faithful and not to worry is a lesson which has often helped me.

"The Hermon spirit I should say is the conviction that God has created each man for a definite work, and it is a man's duty to find the work out, that to be called a Christian is the highest characterization a man may be given, and that the principles of Christ are practical for everyday living, no difference what a man's work may be."

A member of the faculty of Columbia University says:—

"My father was a poor minister who, by great sacrifice, sent his seven sons through school and college. Of course they had to help pay their way. The training in character at Hermon had much to do with keeping me straight in college, her scholarship enabled

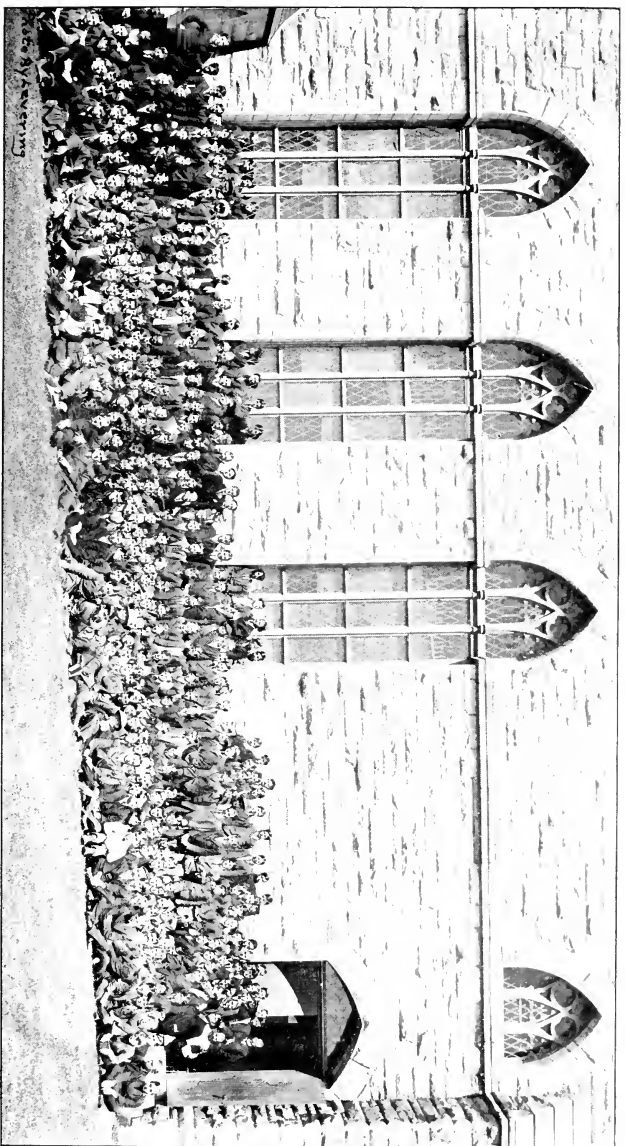
me to win an entrance prize in Greek, and the habit of hard work helped me to finish my course *magna cum laude*.

"I usually did all the 'overtime' I could, and in vacation I worked at Northfield. From Mrs. Cutler, Mrs. Dickerson, and Miss Flagg, among the teachers, I gained inspiration. The thoroughness of the courses, and the work in Bible have a high place in my regard."

The romantic youth of a leading Baptist clergyman in Colorado is suggested in his words. He was a member of the first Moody quartette and earned part of his expenses by singing in a Brattleboro church. He says:—

"My home was broken up when I was fourteen years of age. I found it hard to make my living. I worked at brush making, valve making, barbering, candy making, clerking, and hoping to better myself practiced to become a circus performer, and actually hired out with John B. Davis. My courage failed me and I refused to go. This was my salvation. Shortly after, I was converted, became assistant Young Men's Christian Association secretary, and entered Hermon. I am now in the eleventh year of my pastorate here. The church has grown from 165 to nearly 500 members. I owe what I am, and what I have done, humanly speaking, to Mount Hermon training."

A clerk with Rogers, Peet & Co. of New York, who conducts classes with both American and Chinese boys in DeWitt Memorial Church, after two years at Hermon, because of the failing health of a sister was obliged to return home and be the main support of a mother and five brothers and sisters. He says:—



STUDENTS OF 1906.

"When I look back over the past I feel that if my two years spent at Hermon were left out there would be a big gap in my life. I try to live in this great city with the true Hermon spirit."

One man entered school after his marriage, and regularly graduated. He says: "Mother died when I was two years old. Father was injured in the Civil War, and at the age of fourteen I had to earn my way. I was a street-car driver, worked in a livery stable, and for five years worked as coachman for Dr. Howard Duffield of New York City at his summer home. After my conversion and marriage I desired to study. We had little means, but we left our child with my wife's mother; and as we were agreed in our determination, my wife went to learn the dressmaker's trade, and I entered Hermon. We afterwards moved to Gill, and then to Hermon, where my wife helped me through the school. I have organized and built churches in Colorado, and am now expecting to organize a church near my present charge."

A Young Men's Christian Association secretary, who has recently raised a \$40,000 debt in Trenton, N. J., says:—

"It would be impossible for me to express in words the helpful influence Mount Hermon has had upon my life."

An upper classman in Princeton, who largely worked his way through Hermon, says: "At Princeton other Hermonites helped me greatly in getting work whereby I have been able to keep pretty well out of debt for my college expenses. The Bible study at Hermon is

the feature which appeals to me most strongly. I think it is of great value in one's Christian life."

Born in slavery; graduated from Hampton Normal School; taught in the Dismal Swamp; went to Hermon in 1886, graduated in 1889; B. A. at Boston University, with honors, in 1893; B. D. and Ph. D. from Yale University; now pastor of the Second Congregational Church in Pittsfield, Mass.: such is the romantic life story of one who says:—

"No school ever did so much for me as Hermon did."

The president of the Alumni Association has the "Hermon spirit" evidently. He says:—

"Here at B— I have been generally useful. Just now I am carrying the 'Life of Jesus' to some five hundred men each week in the big shops at noon time and getting more satisfaction out of it than if I were pastor of the largest church in the city. When I tell the story of Jesus to the non-churchgoing men in the overalls I believe I am getting at the heart of the industrial problem and will help to solve it."

The *New York Observer* says this of a member of the class of '91, who was recently called from a church in Detroit to a large church in Newark, and who preaches the sermon at the twenty-fifth anniversary of the school:—

"No man in Detroit ever approached him in the skill with which he has broken down prejudice against the church. No minister of the gospel is so acceptable to labor leaders or employers of this city as he is. The best proof of this is the repeated invitations he has had to sit on boards of arbitration, always as a third member, and so not as a partisan advocate, but

as acceptable to both parties and his decision practically settles the case."

Brief testimonies from the following emphasize various features of Mount Hermon life.

A physician in West Virginia says:—

"Mount Hermon was the turning point in my life."

An engineer in Jersey City says:—

"Hermon gave me new ideals."

The superintendent of the largest structural iron works in the South, at Dallas, Texas, says:—

"I believe a large part of my success is due to the system and regularity learned at Hermon through the work hour."

A department manager with a Hartford, Conn., wholesale house says:—

"In working my way up from the bottom I cannot help noticing the difference between my Hermon training and that of the young men educated in the city schools."

A New York Christian Association worker among boys declares:—

"Hermon is responsible for my first real experience in Christian living and the planting of a desire to be of *service*."

One boy gets homesick for Hermon: "My roommate during my first term used to say, when we were home on a vacation, 'I feel very homesick for Hermon.' I little thought I could ever feel that way, but many, many times I have been very homesick for Hermon since my last term."

A prominent pastor in Brooklyn, who was left an orphan in childhood, says:—

"Hermon was to me both mother and father in the most formative period of life."

The professor of physical training in the University of West Virginia says in memories of Hermon:—

"To have lived for a part of two years in the home with that grandest of men and saints, if there ever was one, Major Whittle; to have known the noble teachers and students,—all these have helped my life."

This story from one who graduated in an early class shows that any boy with the right determination can, in spite of origin and circumstances, with Mount Hermon's help become a useful man. He says:—

"I lived as a child in a drunkard's home, and the memory of those days is a nightmare of cruelty and hardship. A friend of those days recently said, 'I never saw you smile.' At twelve years of age the outlook was that I 'go to work.' A friend, thinking that there was some promise in me, applied to Mr. Moody. He was dubious; my friend was importunate. He finally took me on probation. I was so ignorant that the matron alone had faith in me. But every one was so kind, it seemed so good to have things to eat, and to have no fear of any one hanging over me, that the school seemed to me like heaven. To work, to study, to earn my clothes at five cents an hour, these were not hardships to me, but a daily joy. They used to say I was faithful, but I deserved no credit, for I was so grateful that it was easy. I learned that I was on probation, and was greatly concerned until I knew that I could stay.

"About two years after entering I chanced to learn my tuition was not being paid. I was working every

spare hour I could to get clothes and books, and the tuition was beyond me. I at once wrote to Mr. D. L. Moody, then in England. He wrote to an officer in the school, 'You tell ————— he is to stay just as long as he wants to, we are glad to have him.' When I graduated Mr. Moody was pleased that he could award me the Cambridge prize. He helped me through college, where I supported my mother. It is perhaps not entirely strange that my heart beats faster and my eyes get moist when I think of the school and of its beloved founder."

Friends often express their surprise at the love and loyalty of the old Hermon boys for the school, and at the zest with which they return to visit the old hill once more. We find it hard to let them into the secret.

To renew friendships of boyhood, to talk over its joys and hardships, its escapades and its high purposes, its work-hour friendships and its classroom memories, one will travel far to any school.

But when a school has been a home to you, a mother, the chance of your life, the dawning of a hope of a college course and of high resolve, and the gateway of heaven, all in one, is it strange that you leave it with a homesick feeling and return to it with gladness, as a ship drops into a quiet harbor after the fierce gales out at sea?

Drawn by invisible cords of affection hundreds of the "old boys" from all parts of the world come back from year to year to the old hill to express their loyalty to the old school, to cheer the hearts of the workers there, to stir their own hearts, and to be again quickened

to the old Hermon spirit which has been of such unutterable value in their lives.

This school is in its early youth. It has neither great wealth nor ancient name. But it is a young giant, with promise and possibilities only beginning to be realized by its friends. Its rapid growth in New England, famed for generations for its academies and free high schools, is all the more striking. It was a daring innovation to start a school amid such surroundings. From the time the school was first announced through each succeeding year, very many more have applied than could possibly be received. This fact shows the deep need in the lives of thousands of poor but deserving young men who appreciate the value of an education in a Christian school, and are willing to work hard for it if it is put within their reach.

THE END.



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